SOC 116: Global Society
SJSU, Fall 2013

GlobSoc.wordpress.com

Sec. 02 (48657): Tues/Thurs, 10:30 AM - 11:45 AM in ENG 403
Sec. 03 (43857): Tues/Thurs, 3 PM - 4:15 PM in DMH 231

Core General Education (GE) Requirement Course in Area D3 (Social Sciences - Social Issues)

Instructor: Dan Brook, Ph.D. (brook@brook.com)
My Office Hours: Tues/Thurs, 9 - 10:25 AM, 2:30 - 3 PM in DMH 237A (408-924-2914) on class days
Sociology Dept Office: DMH 241 (tel: 408-924-5320 / fax: 408-924-5322), sjsu.edu/sociology

Course Overview:
This course in Global Society will focus on globalization, especially economic globalization. Economic globalization is perhaps the most potent social force presently acting upon the world. This course will explore issues of economic globalization from sociological perspectives as well as assessing what economic globalization means for human societies in the 21st century. It is through the sociological study of economic globalization that students will gain a better understanding of class, race, and gender, dictatorship and democracy, natural and social environments, culture and communication, production, consumption, and distribution, centralization and decentralization, monoculturalism and diversity, competition and coalitions, power and resistance, rights and responsibilities, in addition to cultural, philosophical and other social concerns. Sociologist Todd Gitlin argues that we begin to learn exactly at that point where we enter “that difficult, rugged, sometimes impassable territory where arguments are made, points weighed, counters considered, contradictions faced, and where honest disputants have to consider the possibility of learning something that might change their minds”. Our classroom will be that territory.

Required Texts (in order of use):
2) Noam Chomsky, Secrets, Lies & Democracy (Odonian Press, 1994) (also online)
3) El Fisgón, How to Succeed at Globalization (Metropolitan/Henry Holt, 2004) (also online)

Required E-Mail Subscription (Listserv):
Parallel to our actual class sessions, we will also have a “virtual classroom” consisting of online messages via our class e-mailing listserv. It is **required** that you subscribe to the free listserv for our class. You can do so by e-mailing globsoc-subscribe@yahoogroups.com and
then replying to the confirmation message (if you haven’t already done so, you need to register for a free Yahoo account, though you do not need to have a Yahoo e-mail address) (if you do not see the confirmation message, be sure to check your spam/junk folder). Messages sent to globsoc@yahoogroups.com will be received by everyone who subscribes and will be archived on the web at groups.yahoo.com/group/globsoc. You may be responsible for information posted on this required listserv, including the guidelines and questions for the exams. Students are strongly encouraged to post to it as a form of class participation. If you have any trouble subscribing or with the listserv otherwise, please contact someone at the computer center.

Suggestions for Further Reading (optional):
Noam Chomsky, Hegemony or Survival (and his other writings)
Mike Davis, Planet of Slums
Nicholas Krostof & Sheryl WuDunn, Half the Sky
Thomas Friedman, The Lexus and the Olive Tree; The World Is Flat
Barbara Garson, Money Makes the World Go Around
David Korten, The Post-Corporate World; The Great Turning; Agenda for a New Economy
Greg Palast, The Best Democracy Money Can Buy; Armed Madhouse
John Perkins, Confessions of an Economic Hit Man
Melissa Rossi, What Every American Should Know About Who’s Really Running the World
Arundhati Roy, An Ordinary Person’s Guide To Empire (and her other writings)
John C. Ryan & Alan Thein Durning, Stuff: The Secret Lives of Everyday Things
John C. Ryan, Seven Wonders: Everyday Things for a Healthier Planet
Vandana Shiva, Earth Democracy; Biopiracy; Stolen Harvest (and her other writings)

Course Organization:
This course is designed to be more of a mosaic than a narrative. There are an infinite number of ways this (or any other) course could be designed, all of which would be subjective and incomplete. We will do our best, however, to learn a great deal about globalization and to make doing so interesting and fun. Therefore, at the end of the course, we may still not have “conclusions” or all of the “answers”, but we will certainly have a better understanding, and perhaps better questions, regarding the sociology of globalization. In my opinion, as with any organization, the university should be a “collaboratory”, and education should be a conspiracy, where people actively and cooperatively work together. We will strive to do so.

Class meetings may include lectures, small-group and large-group discussions, thought experiments, cultural conundrums, presentations, fliers, case studies, current events, visuals, and videos—a variety of activities, for a variety of students and learning styles, designed to encourage social understanding, critical thinking, active participation, life-long learning, and personal enjoyment.

Learning Objectives:
As a Core General Education (GE) Requirement Course in Area D3 (Social Sciences - Social Issues), this course “will enable students to apply multi-disciplinary material to a topic
globalization relevant to policy and social action at the local, national, and/or international levels”.

**Learning Objective 1**: Recognizing the interactions between social forces and individual behaviors will be accomplished through the teaching of the sociological imagination and its subsequent and systematic application throughout the course.

**Learning Objective 2**: In discussing and analyzing issues of and relating to global society, we will consistently make reference to demographics and diversity, including, but not limited to, the important and omnipresent categories of class, race/ethnicity, and sex/gender, as well as other axes of international division and power.

**Learning Objective 3**: Students will be able to understand the role of theory in sociology by learning, discussing, analyzing, and consistently applying key sociological theories and concepts to various issues related to global society.

**Learning Objective 4**: In this course, students will engage in a course project, first providing a project proposal. The nature of this project, as well as tips for research and writing, will be further discussed in class.

**Learning Objective 5**: In this course, critical thinking and sociological analysis are strongly emphasized. We will employ the tools of analysis, synthesis, comparison and contrast, historical investigation and current events, case studies, theories, and alternatives. In addition to student participation in class, there is also student participation on an electronic listserv, to which all students will be subscribed.

**Learning Objective 6**: As it is in reality, it is in this classroom: theory and practice are never separated. Likewise, social problems require social solutions. Therefore, we discuss and analyze social service, personal activism, volunteerism, community organizing, social advocacy, social change, and structural alternatives, as well as the role of education and other forms of critical engagement in a democratic society.

Prerequisites:

Willingness to think critically and willingness to participate in class discussions!

Requirements:

**You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. and for the information in this syllabus.**

There will be a midterm and a final essay examination as well as a course project. For the essay exams, study guidelines with a pool of questions will be provided a week in advance; the course project will be preceded by a concise project proposal delineating what you plan to do, how it relates to globalization, and why you chose that path. All assignments will receive comments in addition to grades.

Therefore, the requirements for this course are doing the assigned readings, taking the two essay exams, completing a project proposal and course project, regularly attending and participating in class, and subscribing to the class listserv.

All submitted written work (other than exams) must be typed, preferably on both sides of the paper. Late assignments will be penalized unless prior approval is given. Successful completion of each and every requirement is necessary for a passing grade.
Core GE courses require students to write a minimum of 1500 words for course assignments during the semester.

**Academic Integrity:**

Academic honesty (i.e., doing your own work and presenting your own ideas while crediting others for theirs) is important and will be enforced; academic dishonesty (e.g., plagiarism, cheating, etc.) is unacceptable. Please read and review Earl Babbie’s “How to Avoid Plagiarism” at www.csub.edu/ssric-trd/howto/plagiarism.htm as well as SJSU’s Academic Integrity Policy (info.sjsu.edu/static/catalog/integrity.html).

According to SJSU’s Academic Integrity Policy, “cheating is the act of obtaining or attempting to obtain credit for academic work [or helping another to do so] through the use of any dishonest, deceptive, or fraudulent means”. Plagiarism is “the act of representing the work of another as one’s own without appropriate credit, regardless of how that work was obtained”. “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work.”

**Exams:**

There will be two essay exams, a midterm and a final, with study guidelines and a pool of questions given a week in advance. Students should prepare for all of the questions and will have to write essays in response to two of those assigned questions, verbatim, to be distributed at the time of the exam. Each exam will be worth approximately 30% of the course grade.

**Course Project & Proposal:**

There are options for your course project. Any project chosen must be preceded by a brief (and approved) project proposal, clearly and concisely explaining what you plan to do (and, if necessary, how it relates to globalization) and why you are choosing to do it. If you want to switch topic or options, you need to submit a new proposal and get it approved.

Project proposals are due no later than the fifth week of the course (see course schedule below), though earlier is welcome. The course project is worth approximately 30% of the course grade.

**Option 1:** Service learning. Students may engage in a minimum of two hours per week for a minimum of ten weeks this semester toward an experiential learning project (also known as service learning or community-based learning) related to global society/globalization of the student’s choosing (10 weeks x 2 hours/week = 20 hours/semester).

You can join or start a group, do individual work, and/or work with others in or out of the class, whether as a volunteer or for pay, engaging in social service, social advocacy, and/or social action, doing one or more activities of your choosing throughout this semester. It’s your choice.

Students will maintain and submit a typed journal of their experiences, briefly listing date, time, location, and activity, as well as discussing the sociological significance and your personal reflections about your experiences. There should also be a final cumulative reflection on
your project, summarizing your experience, for a total of 11 journal reflections. These projects should rarely, if ever, conflict with class time. Each week’s entry should be no less than a full page of typed text, preferably more, usually 1-2 pages. Due during Week 16, the last week of class (see course schedule below). You need to submit a proposal and get it approved (see above).

**Option 2: Research Paper.** An *original research paper* on a relevant topic of your choosing (within certain constraints and after consultation with the instructor) may constitute the final project. This will give students the opportunity to explore in depth a facet of the subject matter that fits with their personal interests. Be sure to explain, not just assert, how the chosen topic illustrates something about globalization.

The paper must be a minimum of 8 full pages of text (typewritten, numbered, double-spaced, 1-inch margins, Times New Roman 12-point font and, preferably, double-sided paper), utilizing a *minimum* of ten outside sources (*at least* 5 books *and* at least 5 articles), *in addition to* citing *at least* one required reading from this course for a minimum total of 11 sources. Each of the 11 minimum sources must be annotated with a brief single-spaced summary or explanation of that source; additional sources can be annotated, but they do not have to be. Be sure to include an abstract, or author’s summary, of the paper between the cover page and the actual paper. Those are acceptable minimums, however more might be useful, while less will be penalized. Do not number any pages, such as a cover page or abstract, that precede the paper (the first page of your paper is page 1 and it should start at the top without repeating information from the cover page).

All facts and ideas not your own (*e.g.* concepts, quotes, paraphrases, statistics, stories) must be properly cited with *any* academically-recognized citation method. The paper should be given a good title and wrapped with a cover page at the beginning and the annotated bibliography at the end.

The paper can employ any social science methodology, any ideology, and any perspective. These are research papers and should not simply be book reports, literature reviews, personal reflections, or the like. Feel free to take a strong position. What is important, however, is how clearly you present the information, how you support and defend your argument(s), and how you incorporate your own analysis.

It is highly recommended that you start the paper relatively early: begin by thinking about and then choosing a topic, doing preliminary research, formulating some ideas, and making some notes. Remember, good writing (and a good grade!) often requires *cycles* of thinking, researching, outlining, writing, editing, and proofreading.

Your paper should have a thesis statement (or main argument) on the first page; you should also state here what your paper will cover. Correspondingly, your paper should end with a conclusion, one that ties the paper together and wraps up your main idea(s), bringing closure. Between the introduction and conclusion should be the story, *e.g.* support and defense of your arguments, evidence, examples, anecdotes, history, comparisons and contrasts, etc. Personal commentary and autobiography are only appropriate when accompanied by critical analysis and/or thoughtful synthesis, which can include linking it to the literature on your topic and/or placing it in a comparative or historical context.

Besides the substance of the paper, organization, grammar/spelling, and clarity are also important. Difficulties with writing can be brought to the writing center on campus and/or to
others who can help you clarify your ideas and how you convey them. Some widely used and recommended books for help with writing are: Strunk & White’s *The Elements of Style* <www.bartleby.com/141>; Howard S. Becker’s *Writing for Social Scientists*; The Guide for Writing Research Papers <cctc.commnet.edu/mla.htm>; and various manuals of style. There are many other good sources for writing, both in the library and on the Web. Due during the third to last week of class (see course schedule below).

Research papers are due Week 10. You need to submit a proposal and get it approved (see above).

On your cover page, please prominently place and sign the following certification statement with a word count (not less than 1500) and the number of pages (not less than 6):

“I certify that this paper complies with academic integrity standards, does not contain plagiarized content, and exceeds the minimum length and sourcing requirements.”

**Option 3: Alternatives.** Students who would like to pursue other equivalent alternatives should think of one and then can speak with me about this possibility (e.g., a combination of Options 1 and 2; art; music; audio or video documentary; web site; museum exhibition). Option 3 projects should, at a minimum, be roughly equivalent to Options 1 or 2 in terms of your time and effort put into the project as well as comprising at least 1500 words to satisfy the GE requirement. Alternative projects are due Week 12. You need to submit a proposal and get it approved (see above).

**Classroom Protocol (Attendance / Class Participation / Classroom Behavior):**

Sociology should be a “contact” activity, for participant-observers, not one simply for spectators or audience members. This is a lecture and discussion class in which the dialogues and exchanges between instructor and students, and among the students themselves, are essential for the full functioning of the “mini-society” of the classroom. Spirited, but friendly, debate, as well as active listening, is absolutely essential for critical analysis, intellectual development, mutual respect, human creativity, political pluralism, and civic participation in a democratic society. There will be an emphasis in this class on discussion and interactivity.

The purpose of discussion in our course is to provide a forum in which students can safely and supportively ask questions, present and debate their ideas, receive and interpret new information and perspectives, and develop and clarify their thinking and communication skills. Students are expected to prepare for, attend, and participate in discussions as actively as possible. Therefore, both attendance and participation are vitally important. Students are also strongly encouraged to share relevant items/stories/miscellanea as another form of class participation.

If you miss any classes, be sure to get notes and information about missed information and assignments, if any, from another student, as you are responsible for whatever happens in class, whether you are present or absent for any reason.

I expect students to be on time to class, to silence their electronics (e.g., computers,
phones, iPads, iPods, etc.) while in the classroom, and to be otherwise respectful of the learning environment and fellow students. Coming to class late, leaving early, texting, checking one’s phone too often, using an electronic device for non-class activities, and other distracting or disruptive activities are negative forms of class participation. Participation is worth about 10% of the course grade.

Backup:
All written work for the course (required), as well as any other files that are important to you (recommended), should be saved or backed up in more than one way (e.g., on a flash drive or other external hard drive, on a web-based e-mail account or otherwise online, with Carbonite.com, and/or printed out as a hard copy). If you do this and something unexpected happens before an assignment is due, you will still have a copy of your work.

Accommodation, Inclusion, Civil Rights, & Cooperation:

Respect for diversity, both of people and perspectives, is expected and encouraged in this class. All students are welcome, should feel safe, and should have equal access and opportunity for optimal learning in this course, department, university, and society, regardless of race, ethnicity, national origin, home language, sex, gender, sexuality, sexual orientation, gender identity, religion, creed, ideology, ability or disability, appearance, socio-economic class, marital or parental status, housing status, veteran status, political or other affiliation, or any other similar or equivalent quality, identity, or status.

Any student who has any sort of disability, special need, condition, situation, or circumstance, whether permanent or temporary, which requires “reasonable accommodations” or assistance of any kind should contact the campus Accessible Education Center (formerly Disability Resource Center) (Admin Bldg 110, tel: 408-924-6000, TTY: 408-924-5990, fax: 408-924-5999, aec-info@sjsu.edu, www.sjsu.edu/aec) and/or speak with me directly. Everyone deserves the resources they need to succeed.

Students are encouraged to use the methods of “legitimate cheating”, which include, but are not limited to: studying, working, playing, and plotting together; consulting with the writing center and reference librarians; getting a tutor; searching the web (especially the many social science, sociology, and writing sites); as well as brainstorming and discussing issues and ideas with students, friends, family, teachers, coaches, workers, managers, leaders, organizers, activists, and others, both on and off campus. And, of course, I’m available in my office and via e-mail, as well as before, during, and after class. When writing to me by e-mail, please put something identifying in the subject line.

Campus and Other Resources:
The Academic Success Center (Clark Hall First Floor, 408-924-3322, www.sjsu.edu/asc) has all sorts of services, including peer mentoring, writing, tutoring, computers, and more.
The **Learning Assistance and Resource Center** (LARC) (SSC 600, 408-924-2587, www.sjsu.edu/larc) offers academic support in the form of tutoring as well as reading, writing, study, and selected software skills to ensure academic success.

The **Writing Center** (Clark Hall 126, 408-924-2308, www.sjsu.edu/writingcenter) offers tutoring, workshops, and other services for all students, all disciplines, and all levels of writing.

There is a **Sociology Reference Librarian** in King Library. **Library tutorials** can be found at tutorials.sjlibrary.org/tutorial.

The **Student Computer Service** (SCS) (King Library L67, 408-808-2470, LibrarySCS@sjsu.edu) is available for computer help; there’s also the **AS Computer Services Center** (Student Union, 408-924-6976, ascsc@as.sjsu.edu). **Computer labs** for student use are available in the Academic Success Center (1st floor of Clark Hall) and on the 2nd floor of the Student Union. Computers are also available in King Library. Additional computer labs are available in some departments.

**Media Services** (IRC 112) has a wide variety of audio-visual and computer equipment available for checkout.

**Student Health Center** (Health Bldg 106, 408-924-6122, www.sjsu.edu/studenthealth) offers medical care with a pharmacy, family planning, physical therapy, x-rays, and more. **Peer Health Education** runs a **Condom Co-op** (Health Bldg 209, 408-924-6203).

If you get the flu or any other illness that may be contagious, please do **not** attend class. For comprehensive info about the flu, check out [www.flu.gov](http://www.flu.gov) (also available in Spanish) for “know[ing] what to do about the flu”: get vaccinated; cover coughs and sneezes; wash hands frequently; avoid people who are ill; and stay home if sick.

**Counseling Services** (Admin 201, 408-924-5910, counseling.services@sjsu.edu, www.sjsu.edu/counseling) provides individual or group psychological support to help resolve difficult problems that may interfere with academic issues. The **Peer Mentor Center** (Clark Hall, ASC, 1st floor, 408-924-2198, www.sjsu.edu/muse/peermentor) is also useful and has services that are free and available on a drop-in basis with no appointment required.

**Women’s Resource Center** (Mod. B, 408-924-6500, www.sjsu.edu/wrc) is “a multi-cultural group dedicated to the promotion of women’s issues and social change”.

**MOSAIC Cross Cultural Center** (408-924-6255, sa.sjsu.edu/mosaic) supports, advocates, and celebrates diversity, equity, and social justice.

**Center for Community Service and Leadership** (Clark Hall 203 & 126A, 408-924-3540), SJSU’s service learning center, can assist you with all your service learning needs. Also visit the related **Cesar Chavez Community Action Center** (AS House 105,
The Environmental Resource Center (WSQ 115, 408-924-5467,  
erc@e-mail.sjsu.edu,  
erc.thinkhost.net) is green central for SJSU.

The SJSU Career Center (Admin 154, 408-924-6031) helps students find internships and jobs. For practice in finding jobs, they move the Career Center periodically.

15 Secrets of Getting Good Grades in College

National Resources:

The National Suicide Prevention Hotline is available anytime, 24/7/365, toll-free at 1-800-SUICIDE. The National Domestic Violence Hotline is available anytime, 24/7/365, toll-free at 1-800-799-7233. The Substance Abuse and Mental Health Services Administration (SAMHSA) (1-800-662-HELP) offers referrals 24/7/365.

Grading Criteria:
Assignments are graded holistically based on the following qualitative rubric:

“A” level work consists of cogent, well-articulated, and well-developed written and oral presentation, demonstrating insight, originality, and complexity in both form (e.g., language, expression, organization) and substance (e.g., logical argumentation, factual accuracy, and appropriate examples); critical thinking skills are amply demonstrated; sociological imagination is highly active; tasks are completed on time and according to the guidelines, often going “above and beyond”. “A” level work is considered excellent.

“B” level work may be thoughtful and developed, but may not be original, particularly insightful, or precise. While ideas might be clear, focused, and organized, they are less likely to be comprehensive or dialectical. Critical thinking skills are satisfactory; sociological imagination is active. “B” level work is considered good.

“C” level work is reasonably competent, yet may be unclear, inconsistent, and minimally inadequate in form and/or content. Critical thinking skills are minimal; sociological imagination is weak. “C” level work is considered mediocre and barely adequate.

“D” level work is not competent, appropriate, relevant, complete, and/or adequate in form and/or content, thereby not fully meeting the minimum requirements. Critical thinking skills are largely absent; likewise with sociological imagination.

“F” level work is generally not enough work, often missing assignments or parts thereof, doing work below the minimum requirements, not demonstrating critical thinking skills or sociological imagination, engaging in academic dishonesty, or is otherwise unacceptable for credit. “F” level work is failing.

Web Sources:
Excellent web sites for news and views include news.google.com for mostly mainstream news links and www.commondreams.org and www.alternet.org for mostly progressive ones, along with many links; www.zmag.org is also quite useful and interesting. There are many other sources on (and off) the world wide web that would be interesting, useful, and relevant, as well.

Miscellaneous:
*** If you have ANY concerns, questions, problems, or issues regarding ANY aspect of the course (or anything else) that isn’t addressed during class or isn’t clear enough to you, please make sure to speak to me either in or out of class, either personally or through e-mail.***

Course Schedule & Class Assignments:
http://www.sjsu.edu/registrar/calendar/2122
SJSU Fall 2013 Calendar:
http://www.sjsu.edu/registrar/calendar/2122
http://www.sjsu.edu/registrar/calendar/2134/

Readings should be done by the week for which they are assigned, so as to ensure optimal learning and maximal discussions.

Week 1: Thurs, 8/22/2013
Syllabus & Course Introduction
Noam Chomsky, Interview on Globalization: www.chomsky.info/interviews/2006----.htm

Week 2: T/Th Aug 27-29
David Korten, When Corporations Rule the World, Foreword, Introduction, Prologue, chs. 1-3

Week 3: T/Th Sept 3-5
Korten, When Corporations Rule the World, chs. 4-12

Week 4: T/Th Sept 10-12
Korten, When Corporations Rule the World, chs. 13-17
Course Project Proposals Due This Week or Earlier

Week 5: T/Th Sept 17-19
Korten, When Corporations Rule the World, chs. 18-20

Week 6: T/Th Sept 24-26
Korten, When Corporations Rule the World, chs. 21-23 & Epilogue
Week 7: T/Th Oct 1-3
**In-Class Midterm Exam** on Tuesday (Part 1) *and* Thursday (Part 2)

Week 8: T/Th Oct 8-10
Return of Midterm Essay Exams with Discussion

Week 9: T/Th Oct 15-17
Noam Chomsky, *Secrets, Lies & Democracy* (2nd half)

Week 10: T/Th Oct 22-24
books.google.com/books/about/How_to_Succeed_at_Globalization.html?id=YfUdMrhWoqcC
Option 2 (Research Papers) Projects Due This Week

Week 11: T/Th Oct 29-31
El Fisgón, *How to Succeed at Globalization*, pp. 100-197
books.google.com/books/about/How_to_Succeed_at_Globalization.html?id=YfUdMrhWoqcC

Week 12: T/Th Nov 5-7
John Cavanagh & Jerry Mander, *Alternatives to Economic Globalization*, chs. 1-3 (pp. 1-74)
April 22 is Earth Day: www.earthday.net
Option 3 (Alternative) Projects Due This Week

Week 13: T/Th Nov 12-14
Cavanagh & Mander, *Alternatives to Economic Globalization*, chs. 4-6 (pp. 75-163)
May 1 is International Workers’ Day: www.iww.org/en/history/library/misc/origins_of_mayday

Week 14: T/R Nov 19-21
Cavanagh & Mander, *Alternatives to Economic Globalization*, chs. 7-8 (pp. 164-267)

Week 15: T, Nov 26
Film?
Week 16: Dec 3-5
Cavanagh & Mander, *Alternatives to Economic Globalization*, chs. 9-11 (pp. 269-345)
Course Conclusion
Option 1 (Service Learning) Projects Due This Week

**Final Exam** Schedule (info.sjsu.edu/static/schedules/final-exam-schedule-fall.html):
Sec. 02 (48657): Wednesday, Dec 11 at 9:45 AM - Noon in ENG 403
Sec. 03 (43857): Monday, Dec 16 at 2:45 PM - 5 PM in DMH 231

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