SOCI 116 Global Society

Instructor: John F. Gomez, M.A.
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Office Hours: After Class
Class Days/Time: Tuesday 6:00 AM to 8:45 PM
Classroom: BBC 201

Catalog Description:
Examination of global social issues, evaluation of the impact of change on world communities and analysis of the response of specific groups to emerging problems and opportunities.

Prerequisite: SOCI 1 or equivalent. (Introduction to Sociology)

Instructor’s Course Objectives:
The purpose of this class is to understand how culture and communication intersect in the context of globalization. Communication across cultural groups is complex and challenging and often leads to misunderstanding and conflict in our global world. Intercultural communication is also informing and creative and can lead to personal, local and global change, growth and innovation. While both difficult and rewarding, intercultural communication is central to all our lives in the global context. You will have the chance to gain knowledge, skills, and attitudes that will increase your intercultural communication competence. A variety of teaching methods including audio lecture, PowerPoint’s, discussion, film, exercises, and creative modalities will be used to address issues in this class.

Student Learning Outcomes: This is a course is designed to give the student who takes it the ability to:

(A) Understand and clearly communicate to others what globalization means;

(B) Understand and clearly communicate to others the origins of globalization;

(C) Apply sociological analysis to communicate how affects inter- and intra-national collectives;

(D) Understand the intended and unintended social, economic and political impacts of formal global organizations;
(E) Understand the intended and unintended social, economic and political impacts of transnational corporations;

(F) Acquire expertise with respect to how globalization is impacting a particular society;

(G) Use sociological analysis to think critically about some of the global dilemmas we are facing and how one might go about effecting social change; and

(H) Articulate how the process of globalization is impacting her/his own life and how it will impact her/his personal and professional future.

**Required Text/Readings:**

*Intercultural communication: Globalization and Social Justice.*

Sorrells, K. (2013)


**Academic integrity:**

Students should know that the University’s Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act:**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.
**Student Technology Resources:**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center:**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

**SJSU Writing Center:**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

**Peer Mentor Center:**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

Classroom Protocol:

In keeping with the Student Code of Conduct concerning the maintenance of a learning environment, it is expected that students will not receive or place calls during class time including text messaging. Should a student anticipate an emergency call during class time, it is the student’s responsibility to notify the instructor in advance of the class and to make arrangements accordingly.

Laptops are a wonderful tool, but there is both a time and place for them in the classroom. The laptop should be used for in class activities. Hiding behind a laptop, answering e-mail, playing games, surfing the web etc. will not be tolerated. Instructors may ask students to close laptops at specific times during class.

Academic Honesty:

According to the University's Academic Integrity Policy, "... cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means” (see Section 1.1.1 through 1.1.7). Plagiarism is "... the act of representing the work of another as one's own without appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements” (see section 1.2.1 and 1.2.2). Violation of the university policy can result in sever consequences, up to and including dismissal from the University.

Academic dishonesty could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information services without proper citation

Dropping and Adding:

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignment Late Policy:

Assignments submitted after the day of the classroom session in which they are due may be assessed a point penalty. In general, assignments that are submitted after the due date will have a 10% reduction in score, the second week-a 30% reduction in score, and a “0” for anything received after that. HOWEVER, nothing will be accepted after the last day of instruction.
**Class Participation:**

You will be expected to actively participate in class discussions and activities. We learn from each other as well as from the instructor. Students who miss class cannot receive participation points for that day. Students who arrive late or leave early should also anticipate a reduced participation grade. The quality of contributions will be based on:

1. Knowledge of assigned readings.
2. Application of critical thinking skills.
3. Application of theory to real life situations.

**Attendance:**

- You are responsible for all the material presented in class whether or not you are present. Exams often include questions on material presented only in class, so performance on these indirectly reflects attendance. School is like your job. It will only pay if you attend.
- If you decide not to remain in the class, for whatever reason, you are responsible for dropping. Do not rely on the Instructor to take on this responsibility.
- In the event you miss class, talk to a friend and do your best to catch up on missed class notes, work, and films. All absences are treated the same no matter what the excuse.

**Identity Presentation:**

Reflect on your identity, specifically look at the similarities and differences between you, your parents, & other family members, along with friends, and larger American society. Also, look at membership to social groups such as age, race, hobbies, education, community, gender, global social class setting, etc.

Put together a PowerPoint presentation with 5-15 slides and be prepared to give a 5-10 minutes presentation in front of the class regarding your self identity.

**PowerPoint Outline:**

- Introduction (number of slides 1)
- Membership to Social Groups (number of slides 1-3)
- The Traits you Display (number of slides 1-3)
- The Traits others Ascribe to You (number of slides 1-3)
- Summary (number of slides 1)
Intercultural Field Experience and Research Paper

This assignment requires that you engage with and learn about a culture that is different from your own. The important consideration here is involvement, not just as a bystander or observer, but engagement with people from a cultural group other than your own. Attendance at cultural events or rituals, spending time at places where people from the culture hang out, along with interviews of people from the culture are all excellent ways to engage with the cultural group you select. As you do your field experience, you will also support your understanding of the culture through library research. Examples and ideas will be discussed in class.

For this assignment, students are required to write a 1050-1200 word paper that includes:

- A description of the cultural experiences
- Analysis of the experience using theories and concepts from the course
- Support for field research through library resources
- A summary of reflections on what you have learned from the experience
- APA Format Required

Team Project & Presentation - Examine a Race/Ethnic Group in the United States

- Based on your team’s assigned race/ethnic group
- Research the group’s history in the U.S.
- Identify the impact of the race/ethnic group in American Society.
- What is the race/ethnic group immigration history
- Identify the role mass media such as music, radio, television, and the motion pictures, etc. plays in developing a public image of the race/ethnic group (positive & negative)
  - Team 1: African American
  - Team 2: Latino American
  - Team 3: Native American
  - Team 4: Asian American
  - Team 5: Irish Americans
  - Team 6: Italian Americans
  - Team 7: German Americans

Put together a PowerPoint presentation with 10-20 slides and be prepared to give a 15-20 minutes presentation in front of the class regarding your self identity.

PowerPoint Outline:

- Title (number of slides 1)
- Introduction (number of slides 1)
- U.S. History of the Ethnic Group (number of slides 1-3)
- Impact on American Society by the Ethnic Group (number of slides 1-3)
- The Mass Media Protrayal of the Ethnic Group in the U.S.(number of slides 1-3)
- Summary (number of slides 1)
- Questions (number of slides 1)
**Exams:**

There will be two exams that will be based on concepts and ideas from the discussions, readings, and presentations. These exams will assess your understanding of lecture materials, textbook readings and films associated with this course. All exams will consist of multiple choice and true/false questions. **More Details Will Be Forthcoming.**

**Point Values for Course Assignments**

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Social Mobility Paper</td>
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<tr>
<td>Social Mobility Presentation</td>
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<td>Mid Term Exam (Ch 1-5)</td>
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<td>Team Project &amp; Presentation</td>
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<td>Field Experience Paper</td>
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<td>Final Exam (Ch 6-10)</td>
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<td>Online Discussion Questions</td>
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<td>In-Class Activities</td>
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<td><strong>Total Points</strong></td>
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Grades

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Student accomplishes only the minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.

D = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements as described in this syllabus.

F = Work is not passing. Student’s work is incomplete, chronically late, or does not apply information and concepts in a satisfactory manner.

Grading Scale

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