Instructor: Vince Montes, Ph.D.
Office Location: DMH 210
Email: vince.montes@sjsu.edu (please use this email and not Canvas)
Office Hours: Monday and Wednesday, 6:00-7:00; Tuesday and Thursday, 3:00-4:00.
Class Days/Time: Monday and Wednesday, 4:30-5:45
Classroom: DMH 162
Prerequisites: SOCI or equivalent

Course Description
This class examines global social problems, evaluates the impact on world communities and analyzes the response of specific groups to emerging problems and opportunities.

Course Goals and Student Learning Objectives
This course qualifies as an Area D3 (Social Sciences – Social Issues) course, satisfying a General Education requirement. It is designed to enable you to achieve the following GE and specific learning outcomes:

- To identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

  SPECIFIC OUTCOMES:
  - To examine the global society, global changes, and human agency by analyzing how institutional forces create social inequalities and how resistance and justice movements seek social emancipation and equality.
  - To evaluate theories and explanations of globalization and global inequalities.

  SAMPLE ACTIVITIES DESIGNED TO ASSIST YOU TO MEET THESE OUTCOMES: lectures, readings, active discussion, video documentaries, class exercises (such as group discussions on documentaries), and article review assignments.

- To place contemporary developments in cultural, historical, environmental, and spatial contexts, and to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class,
regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

**SPECIFIC OUTCOMES:**

- To analyze various global issues through sociological concepts of power, social inequalities and social justice and how social identities and affiliations foster beneficial changes historically, spatially, culturally, economically, and politically.

**SAMPLE ACTIVITIES DESIGNED TO ASSIST YOU TO MEET THESE OUTCOMES:** lectures, readings, active discussion, in-class exams, video documentaries, and class exercises (such as group discussions on global political issues and individual paper assignments).

- To evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues, and to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

**SPECIFIC OUTCOMES:**

- To evaluate a variety of media reports and social science materials to formulate critical analysis to global issues.

- To reflect critically on the relationship between the global rich and the global poor.

- To enhance lifelong thinking, speaking, writing, and collaborative work skills in order to do community projects and social research, work in the public and social service sectors, and participate in struggle for meaningful change in our personal lives and social surroundings.

**SAMPLE ACTIVITIES DESIGNED TO ASSIST YOU TO MEET THESE OUTCOMES:** lectures, readings, active discussion, in-class exams, video documentaries, class exercises (such as group discussion), and paper assignment on various media sources.

- The course incorporates the following content and activities appropriate to sociology to meet the competency goals and student learning objectives:

  - Issues of diversity
  - Writing assignments consisting of a minimum of 1,500 words in a language and style appropriate to sociology
  - Active learning through class participation and discussions
  - Assignments and class activities involving critical thinking skills, information competency, critical writing and reading skills, and effective group interactions.

**Required Texts/Readings**

**Textbook**


Other Readings

All readings will be available on Canvas. This course is on https://sjsu.instructure.com/ and you will find the syllabus and other material for this course on this website. Assistance is available at http://www.sjsu.edu/at/itss/index.html if you have problems accessing this site.

Classroom Protocol

Teaching and learning are most likely to take place in a classroom environment that is characterized by mutual respect and freedom from unnecessary distractions. It is very distracting when students engage in private conversations, talk or text on cell phones, listen to headphones, read the newspapers, and surf and face-book on the Internet. Cell phones and similar devices must be adjusted so that they do not ring or beep during class. Laptops and other devices are only allowed for note taking.

In addition, an exchange of ideas is more likely to occur in an atmosphere free from ridicule, insults, or personal attacks. An exercise of common courtesy on the part of both the instructor and the students will enhance the success of this class. Please come to class prepared to discuss the issues in the reading. You will be called upon on occasion to respond with comments about the reading and their larger relevance.

COURSE REQUIREMENTS AND ASSIGNMENTS

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Course Evaluation & Grading Policies

Your final course grade will depend on the following:

1. Midterm is worth 100 points and will consist of short responses (in class).
2. Final is worth 150 points and will consist of short responses (in class). It will be non-cumulative, meaning that the exam will cover material since the mid-term exam.
3. Two Short Critical Response Papers. Each short response paper is worth 100 points. Instructions will be provided during the semester.
4. Participation is worth 30 points of your grade will be determined by your participation in class. Class participation is defined by engaging in class discussion, either on the individual level or in group projects.
5. For each class, students will present brief (5 minutes) summaries of the readings at the start of class. This assignment is designed to enhance students’ ability to identify relevant issues in the readings and spur critical dialogue around these issues.

Instructions for summary presentations: (1) Summarize a main issue in one of the week’s readings; (2) What is its strengths and weaknesses?; and (3) How is this issue relevant. Students will present two summary presentations during the course of the class and will submit a brief write-up before they present. This is worth 50 points, 25
points per summation presentation. A list of presenters will be developed and placed on Canvas.

Grading Scale: Final grade will be based on a 530 point scale.

**GRADE SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>$97 &lt; 100$</td>
</tr>
<tr>
<td>A</td>
<td>$93 &lt; 97$</td>
</tr>
<tr>
<td>A-</td>
<td>$90 &lt; 93$</td>
</tr>
<tr>
<td>B+</td>
<td>$87 &lt; 90$</td>
</tr>
<tr>
<td>B</td>
<td>$83 &lt; 87$</td>
</tr>
<tr>
<td>B-</td>
<td>$80 &lt; 83$</td>
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<tr>
<td>C+</td>
<td>$77 &lt; 80$</td>
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<tr>
<td>C</td>
<td>$73 &lt; 77$</td>
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<tr>
<td>C-</td>
<td>$70 &lt; 73$</td>
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<tr>
<td>D+</td>
<td>$67 &lt; 70$</td>
</tr>
<tr>
<td>D</td>
<td>$63 &lt; 67$</td>
</tr>
<tr>
<td>D-</td>
<td>$60 &lt; 63$</td>
</tr>
</tbody>
</table>

**Important Information about Course:**

1) Missed or Late assignments will not receive full credit unless there is adequate documentation (e.g., medical documentation).
2) In order to do well in this course you will need to do all the readings before class, take notes, actively engage the ideas in the reading, and participate in class discussion.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), requires you to be honest in all our academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ 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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at 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/.

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. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/
SOCI 116 / Global Society, Fall 2014

The below readings will be discussed in class and must be read before class. All exams are based on these readings, class discussion, and video clips/documentaries.

Note: the reading schedule is subjected to change. In which case, you will be informed in class and on Canvas to any changes to readings. Changes may include changing of readings, supplementing it with short additional readings, the inclusion of short video clips and documentaries, and the skipping of particular readings due to time constraints.

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 8/25/14 W 8/27/14</td>
<td>Introduction to Class “Concepts of Globalization” (introduction chapter) / Martell</td>
</tr>
<tr>
<td>2</td>
<td>M 9/1/14 W 9/3/14</td>
<td>- Labor Day - Campus is Closed What is Globalization? “The World is Flat” / Thomas Friedman (Canvas) “Thinking About Empire” (ch.1) / Parenti</td>
</tr>
<tr>
<td>3</td>
<td>M 9/8/14 W 9/10/14</td>
<td>Theories of Globalization “Perspectives on Globalization” (ch. 1) / Martell Documentary: on colonialism and unequal relations (selected scenes)</td>
</tr>
<tr>
<td>4</td>
<td>M 9/15/14 W 9/17/14</td>
<td>Theories of Globalization (cont’d) “The Omnipresent Arsenal” (ch. 2) and “Why Rulers Seek Global Dominion” (ch.3) / Parenti The Capitalist Global Economy “The Global Economy: Capitalism and the Economic Basis of Globalization” (Ch.7) / Martell “Globalization for the Few” (ch. 7) / Parenti</td>
</tr>
<tr>
<td>5</td>
<td>M 9/22/14 W 9/24/14</td>
<td>Neoliberalism “Bad Samaritans: The Myth of the Free Trade” (excerpts) / Ha-Joon Chang “Free Market Servitude” (ch. 7) / Parenti Documentary: on neoliberalism (Selected scenes)</td>
</tr>
<tr>
<td>6</td>
<td>M 9/29/14 W 10/1/14</td>
<td>Political Globalization “Politics, the State and Globalization: The End of the Nation-State and Social Democracy?” (ch. 9) / Martell “Globalization and Democracy” / Michael Hardt and Antonio Negri (Canvas)</td>
</tr>
<tr>
<td>7</td>
<td>M 10/6/14 W 10/8/14</td>
<td>Midterm Exam Transnational Migration “Global Migration: Inequality and History” (ch. 5) / Martell Articles on the contemporary immigration crisis in the U.S. / TBA</td>
</tr>
<tr>
<td>8</td>
<td>M 10/13/14 W 10/15/14</td>
<td>Transnational Migration (cont’d) Documentary: on global migration (selected scenes) &quot;Globalization and the Struggle for Immigrant Rights in the United States&quot; Robinson (Canvas)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 9    | M 10/20/14 | **Global Culture and U.S. Cultural Imperialism**  
“The Globalization of Culture: Homogeneous or Hybrid?” (ch. 4) / Martell  
The Concentration of Global Media / readings TBA |
|      | W 10/22/13 |                                                                                                       |
| 10   | M 10/27/14 | **Global Inequality**  
“Global Inequality: Is Globalization a Solution to World Poverty?” (ch. 8) / Martell  
“How Moneyed Interests Creates Poor Nations” (ch. 5) / Parenti  
Documentary: on debt and neocolonial relations |
|      | W 10/29/14 |                                                                                                       |
| 11   | M 11/3/14  | **U.S. Global Dominance**  
The Future World Order: The Decline of American Power? (ch.12) / Martell  
“War and Globalization” (chapter 13) / Martell  
“Rogue Imperium” (ch. 10) / Parenti |
|      | W 11/5/14  |                                                                                                       |
| 12   | M 11/10/14 | **9/11 and “War on Terror”**  
“Beyond Good and Evil: A Contribution to the Analysis of the War Against Terrorism” / Bruno Gulli (Canvas)  
Blow Back: The Cost and Consequences of America Empire (selected reading) / Johnson |
|      | W 11/12/13 |                                                                                                       |
| 13   | M 11/17/14 | **Veteran’s Day – No Class**  
Documentary: on the Israel and Palestine conflict with guest speaker. |
|      | W 11/19/13 |                                                                                                       |
| 14   | M 11/24/13 | **Poverty and Crisis**  
“Race to the Bottom?” / William K Tabb (Canvas)  
“Time, Poverty, and Global Democracy” / William Difazio (Canvas) |
|      | W 11/26/13 |                                                                                                       |
| 15   | M 12/1/14  | **Changing Global Structures: Resistance and Social Movements**  
The Anti-Capitalist Movement After Genoa and New York / Alex Callinicos (Canvas) |
|      | W 12/3/14  |                                                                                                       |
| 16   | M 12/8/14  | **Alternatives to Globalization**  
“Democracy at Work” / Wolff  
"Reclaiming the Commons" Naomi Klein  
Stop, Thief?: The Commons, enclosures, and Resistance (selection TBA) / Pater Linebaugh (Canvas) |
|      | W 12/10/14 |                                                                                                       |
| Final Exam | Wed., Dec. 17th | 2:45-5:00                                                      |