

Globalization

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Global Society

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SOC 116: Global Society

SJSU, Fall 2022

GloSoc.wordpress.com

Sec. 1 (43380): Tues/Thurs, 10:30 – 11:45 AM in Clark 234

Professor: Dan Brook, Ph.D. ([brook @ brook . com](mailto:brook@brook.com)) (no e, so s)

(When writing to me by e-mail, please put something identifying in the subject line and be sure to mention what course you're in.)

My Office Chat Hours: Tues/Thurs, 9:30 – 10:25 AM in DMH 237A (408-924-2914) on class days and by arrangement

Sociology Dept Office: DMH 241 (tel: 408-924-5320 / fax: 408-924-5322 / email: sociology@sjsu.edu), sjsu.edu/siss

All assignments will be submitted in person or via email. I do not use Canvas or PowerPoint.

For **COVID-19**, best practices suggest:

- always wear a mask when outside your home (to protect yourself, to protect others, to follow guidelines, and to send a signal);
- avoid crowds;
- avoid being with people outside your household in indoor settings whenever possible;
- physically distance by staying at least 6 feet away from others outside your household whenever possible;
- avoid touching surfaces and things that others might have touched (and use tissues, sleeves, elbows, etc. as an alternative, when possible);
- use hand sanitizer immediately after you touch something that could have been touched by others;
- wash your hands with soap and water when you can;
- don't touch your mouth, nose, or eyes unless your hands are clean;
- stay away from those who might be ill;
- maintain your own health and immune system with enough sleep, clean diet, self-care, etc.;
- quarantine yourself if you think you might be ill; and
- get vaccinated when you can.

[Nine Important Things We've Learned about the Coronavirus Pandemic So Far](#)

My classroom will be, to the best of my ability, a sanctuary classroom (and my office is also a sanctuary), where anyone should feel safe and free to learn and to be a student, regardless of *any* other reason, identity, classification, or status. I will facilitate and protect that right as much as possible.

Course Overview:

“At San Jose State, part of the educational mission is to develop global citizens.”

— SJSU President Dr. Mary Papazian

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, distribution, disposal, and sustainability, centralization and decentralization, monoculturalism and diversity, nationalism, multinationalism, and transnationalism, competition and coalitions, power, inequality, 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):

- 1) David Korten, *When Corporations Rule the World*, 2nd or 3rd Edition (Berrett-Koehler)
- 2) Noam Chomsky, *Secrets, Lies & Democracy* (Odonian Press)
- 3) El Fisgón, *How to Succeed at Globalization* (Metropolitan/Henry Holt)
- 4) John Cavanagh & Jerry Mander, eds., *Alternatives to Economic Globalization*, 2nd Edition (Berrett-Koehler)

Required Email Subscription (Listserv):

A listserv is a group email messaging system. Parallel to our actual class sessions, we will also have a “virtual classroom” consisting of online messages via our course email listserv. It is required that you be a member of this free listserv.

Suggestions for Further Reading (optional):

Noam Chomsky, *Hegemony or Survival* (and his other writings)
 Mike Davis, *Planet of Slums*
 Nicholas Kristof & 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*
 Raj Patel, *A History of the World in Seven Cheap Things*
 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:

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.

Extra credit will only be considered if all coursework is up to date.

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 ebabbie.net/Plagiarism/index.html 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." Also see www.sjsu.edu/senate/docs/S07-2.pdf

Exams:

There will be two essay exams, a midterm and a final, with study guidelines and a pool of questions given at least 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, 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 (1) *what* specifically you plan to do and in which option, (2) *how* it relates to globalization and/or Thailand, and (3) *why* you are choosing that path and topic. If you want to switch topics or options, you need to submit a new proposal and get it approved. For the purposes of this course, projects can *not* have a US focus.

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: Community Service Learning.

Students may engage in a minimum of two hours per week for a minimum of ten weeks this semester toward a service-learning project (also known as **experiential learning** or community-based learning) related to global society/globalization (*not* US-focused) of the student's choosing (10 weeks x 2 hours/week = 20 hours/semester).

It's your choice. 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 not-for-profit activities of your choosing throughout this semester, if related to globalization, broadly construed (but non-US-focused).

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 overall 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 350 words with a word count (about a double-spaced page or less). You need to submit a typed proposal and get it approved (see above).

Option 2: Research Paper related to Thailand.

An original research paper on a relevant topic of your choosing **related to Thailand**: e.g., agriculture, AIDS, animism, ASEAN (Association of South East Asian Nations), backpackers, Bangkok, biodiversity, Buddhism, Chiang Mai, Chinese influence, climate change, coal, coconuts, colorism, corporations, corruption, cosmetic surgery, culture, currency crisis, cuteness, debt, deforestation, democratization, development, digital nomads, Disney, drugs, e-waste, economic growth, education, elephants, environment, ethnicity, fair trade, fashion, food, free trade, Full Moon Party, gastrodiploamacy, globalization, healthcare, Hill Tribes (and other ethnic minorities), human rights, IMF, industrialization, inequality (economic, geographic, social), insecticide/agricultural chemicals, ladyboys, language, lese majeste, LGBT, Major Non-NATO Ally, medical marijuana, medical tourism (meditourism), Mekong River, military (e.g., coups, dictatorship, entrepreneurialism, power), monarchy, monks, Muay Thai (kickboxing), music, obesity, oil, pangolins,

Peace Corps, plastic, politeness, politics, pollution, poverty, racism, Red Bull, refugees/refugee camps, religion, resistance, rice (e.g., agriculture, culture, exports, public policy), rubber, sadvertising, secession/separatism, service, sexuality, shrimp/prawns, silk, skin whitening, slavery, smiling, spirit houses, sports, Sriracha sauce, study abroad, subsistence farming, sweatshops, T-Wind (T-Pop), tapioca, tattoos, temples, terrorism, tigers, tourism, Toyota, traditions, tuna, underground economy, urbanization, US military bases, US-Vietnam War, voluntourism, welfare, women, xenophobia, etc. The paper could, optionally, compare to and contrast with one other country in South East Asia or elsewhere (though not the US).

This will give students the opportunity to explore in-depth a facet of the subject matter that fits with their personal interests.

The paper must be a *minimum* of 2000 words (just the text of the paper itself, not including cover page, abstract, references, etc.) with a word count (typewritten, numbered pages, double-spaced, 1-inch margins, Times New Roman 12-point font or equivalent), utilizing a *minimum* of 8 outside sources, in addition to citing *at least* one required reading from this course for a minimum total of 9 sources.

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, graphics, photos, etc.) 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 minimal and 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.

You need to submit a typed proposal and get it approved (see above).

Please submit the research paper via email.

On your cover page with your name and paper title, please prominently place the following plagiarism certification statement with your word count:

“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: Infinity.

Students who would like to pursue other equivalent alternatives related to global society/globalization should think of one and then speak with me about this possibility (e.g., a combination of Options 1 and 2; art; music; audio or video documentary; website; museum exhibition; game; starting a new organization). Option 3 projects should, at a minimum, be at least equivalent to Options 1 or 2 in terms of your time and effort put into the project, and should have a written component, to receive full credit. You need to submit a proposal and get it approved (see above).

University Policies:

“Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.**”

You may find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

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 seminar and, therefore, a 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. [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

I expect students to be on time to class, to silence their electronics (e.g., computers, phones, iPads, iPods, etc.) while in the classroom, to only use them for course purposes (e.g., notes, reminders, fact checking, this syllabus, etc.), and to be otherwise respectful of the learning environment and fellow students. In contrast, coming to class late, leaving early, texting, checking one’s phone too often, using a phone or computer for non-class activities, surfing the web or checking social media, texting, listening with earbuds/headphones, side conversations, 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](https://www.carbonite.com), burned to a disc, 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. Also see www.sjsu.edu/hr/employee_rights/accommodations/ada

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 and be sure to mention what course/section you’re in.

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 (Michael Aguilar: michael.aguilar@sjsu.edu). Library tutorials can be found at <https://library.sjsu.edu/tutorials/online-tutorials>.

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 (Wellness Center, 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 (also available in [Español/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 (Wellness Center, 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 (Student Union, 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 (Student Union, 408-924-6255, sa.sjsu.edu/mosaic) supports, advocates, and celebrates diversity, equity, and social justice.

The LGBT Resource Center (jsulgbtrc@gmail.com, www.sjsu.edu/lgbtrc) is there for all sorts of LGBT+ issues. There are also several related campus organizations.

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, 408-924-4144, cccac@asjsu.edu, as.sjsu.edu/cccac) for service learning ideas and opportunities..

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.

[SJSU Cares](#) can provide assistance to students in need (e.g., food, housing, mentoring, counseling, safety, etc.).

A listing of student resources is available at slisweb.sjsu.edu/current-students/student-resources.

School Success:

For best results in school, practice the **ARTS**:

Attend every class, **a**ct curious, and **a**sk questions; **R**ead every assignment and research what's most interesting to you; **T**ake good notes; then **S**tudy and review what you've learned.

[10 Things You Can Do to Improve Your Grades](#)

[15 Secrets of Getting Good Grades in College](#)

National Resources:

The [National Suicide Prevention Lifeline](#) is available anytime, 24/7/365, toll-free at 1-800-SUICIDE (there are also [warmlines](#) and [textlines](#)); also check my article at www.tikkun.org/tikkundaily/2013/10/22/suicide. As of July 2022, anyone can call **988** anytime in the US for any sort of mental health concern or crisis, whether for yourself or others.

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 websites 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:

Readings should be done by the week for which they are assigned, so as to ensure optimal learning and maximal discussions. Assignments are due either day we have class for the week they are due.

All assignments should be submitted via email and are due by Thursday at 6 PM during the week they are due, unless otherwise stated. After that, they can still be submitted, and are expected, but will be marked late.

[SJSU 2022-2023 Calendar](#)

Week 1: T/Th, Aug 23-25

Syllabus & Course Introduction

Noam Chomsky, Interview on Globalization: www.chomsky.info/interviews/2006---.htm (short)

David Korten, *When Corporations Rule the World*, Foreword, Introduction, & Prologue

[Globalization easily explained](#) (4-min video)

Week 2: T/Th, Aug 30-Sept 1

Korten, *When Corporations Rule the World*, chs. 1-3

Week 3: T/Th, Sept 6-8

Korten, *When Corporations Rule the World*, chs. 4-12

Students are required to take the Library's [plagiarism tutorial and test](#) (about 15 minutes). This will be for class credit (Cr/NC). Be sure to enter your student ID online and then *also* email your results to me this week with your name *and* some brief comments about the tutorial and quiz.

Week 4: T/Th, Sept 13-15

Korten, *When Corporations Rule the World*, chs. 13-17

Film: *Life and Debt*. Watch the film about Jamaica asynchronously (no class meeting on Tuesday, 9/13). **Film Reflection Paper due this week by Tuesday at 6 PM (350-word minimum with word count on top).**

Week 5: T/Th, Sept 20-22

Korten, *When Corporations Rule the World*, chs. 18-20

Course Project Proposals Due by Thursday at 6 PM or Earlier**Week 6: T/Th, Sept 27-29**

Korten, *When Corporations Rule the World*, chs. 21-23 & Epilogue

Week 7: Oct 4-6**Midterm Essay Exam – No Classes****Week 8: T/Th, Oct 11-13**

Noam Chomsky, *Secrets, Lies & Democracy* (1st half: The U.S.)

Return of Midterm Exams with Discussion

Week 9: T/Th, Oct 18-20

Noam Chomsky, *Secrets, Lies & Democracy* (2nd half)

Watch “we fly, we crawl, we swim” (a 23-minute animated film about speciesism and climate justice) and submit a reflection paper of 350+ words by Thursday at 6 PM)

Week 10: T/Th, Oct 25-27

El Fisgón, *How to Succeed at Globalization*, Prologue, pp. 1-99

Asynchronous classes (no in-person classes this week): Instead of meeting in class this week, watch *Who's Counting?* on your own and then email a reflection paper of at least 350 words on the film by Thursday at 6 PM.

Week 11: T/Th, Nov 1-3

El Fisgón, *How to Succeed at Globalization*, pp. 100-197

Week 12: T/Th, Nov 8-10

John Cavanagh & Jerry Mander, *Alternatives to Economic Globalization*, chs. 1-3 (pp. 1-74)

<https://books.google.com/books?id=MywOAOoRdJP4C&pg=PR11&lpg=PR11&dq=alternatives+to+economic+globalization&source=bl&ots=4iFnw23DjN&sig=RRdMhEuiPVQClIQQ1ghEy40GE&hl=en&sa=X&ved=0ahUKEwigms3F-NzKAhUP92MKHUdkCDU4ChDoAQgbMAA#v=onepage&q&f=false>

<https://books.google.com/books?id=MywOAOoRdJP4C&pg=PR11&lpg=PR11&dq=alternatives+to+economic+globalization&source=bl&ots=4iFnw23DjN&sig=RRdMhEuiPVQClIQQ1ghEy40GE&hl=en&sa=X&ved=0ahUKEwigms3F-NzKAhUP92MKHUdkCDU4ChDoAQgbMAA#v=onepage&q&f=false> (contains most pages up to p. 164)

Option 2 (Research Papers) Projects Due This Week by Thursday at 6 PM (please review the research paper guidelines in this syllabus)

Week 13: T/Th, Nov 15-17

Cavanagh & Mander, *Alternatives to Economic Globalization*, chs. 4-6 (pp. 75-163)

<https://books.google.com/books?id=MywOAOoRdJP4C&pg=PR11&lpg=PR11&dq=alternatives+to+economic+globalization&source=bl&ots=4iFnw23DjN&sig=RRdMhEuiPVQClIQQ1ghEy40GE&hl=en&sa=X&ved=0ahUKEwigms3F-NzKAhUP92MKHUdkCDU4ChDoAQgbMAA#v=onepage&q&f=false>

<https://books.google.com/books?id=MywOAOoRdJP4C&pg=PR11&lpg=PR11&dq=alternatives+to+economic+globalization&source=bl&ots=4iFnw23DjN&sig=RRdMhEuiPVQClIQQ1ghEy40GE&hl=en&sa=X&ved=0ahUKEwigms3F-NzKAhUP92MKHUdkCDU4ChDoAQgbMAA#v=onepage&q&f=false> (contains most pages up to p. 164)

Option 3 (Alternative) Projects Due This Week by Thursday at 6 PM (please review the alternative project guidelines in this syllabus)

Week 14: T, Nov 22 (Nov 24 is Thanksgiving)

Cavanagh & Mander, [Alternatives to Economic Globalization](#), chs. 7-8 (pp. 164-267)

Asynchronous class (no in-person class): Film: [Cappuccino Trail](#)

Cappuccino Trail Reflection Paper Due this week by Wednesday at 6 PM (350-word minimum with word count on top)

Week 15: T/Th, Nov 29-Dec 1

Cavanagh & Mander, [Alternatives to Economic Globalization](#), chs. 9-11 (pp. 269-345)

Option 1 (Service Learning) Projects Due via Email by Thursday at 6 PM (please review the service learning project guidelines in this syllabus)

Week 16: T, Dec 6 [last day of instruction]

Course Conclusion

Final Exam Review

***** Final Essay Exam To Be Distributed and Due on Thurs, Dec 15 by 6 PM *****

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