

San José State University

College of Social Sciences / Sociology and Interdisciplinary Social Sciences

SOCI 116, Global Society, Section 80, Fall 2024

Instructor:	Liz Roberts, M.A., M.A.
Office Location:	Dudley Moore Hall Room 210
Email:	Liz.roberts@sjsu.edu
Office Hours:	Monday 12:30-3:30 on Zoom and by appointment
Class Days/Time:	Online, Canvas, Asynchronous
Recommended:	SOCI 1 Introduction to Sociology and junior-level standing

Summary: Top Five Things You Should Know About This Class

1. It's **asynchronous**: everything will be completed online and no live Zoom meetings will be required (but there will be some optional ones you can choose to participate in).
2. **Read every module page**. These pages will provide you with everything you need to know and do in this class.
3. **Check announcements** daily. You can set these up to come to your email if that makes it easier to remember.
4. You'll have **assignments due every Monday-Friday** by 11:59 pm.
5. I'm excited to work with you this term I'm looking forward to getting to know you and to observing your sociological learning and insights! I hope you'll **reach out to me** any time you have a question. I want you to succeed, and I'm confident you can – as long as you have the information and support you need. I respond to Canvas or email messages quickly on weekdays. I'm also available for Zoom meetings most weekdays.

Please read on for the details...

CANVAS

This class will only meet online and will be facilitated through the Canvas Learning Management System. This class is asynchronous, meaning you will not be required to attend class at specific

times, as you would in a traditional face-to-face class. Instead of an in-person lecture, you will access course materials on the “Modules” section of Canvas. Instead of in-person class discussions, you will participate in online discussion boards and complete online activities. Because nearly all of our communication will be written, you will spend a great deal more time reading and writing in this online class than you would in a traditional class.

COURSE 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.

This course is designed to help you make sense of remote events and complicated issues happening in the world today. We will explore how cultural values & identity shape our understanding of global social problems related to the environment, transnational crime and violence, food, human capital and health, migration, immigration, and refugees. By the end of the course, you should be able to assess the causes, consequences, debates, and solutions associated with different global social problems and engage in social action!

GE COURSE GOALS AND STUDENT LEARNING OBJECTIVES

SOCI 116 Learning Objectives

How We’ll Address These Objectives

Upon successful completion of this course, students will be able to:

Main course activities and assignments that will address these goals:

1. Explain—in a comparative manner—the central theoretical concepts and perspectives in sociology
2. Evaluate the strengths and weaknesses of interpretive and critical perspectives and the weaknesses of out-of-date perspectives in sociology.
3. Develop individual, research, and social change activities by using the most appropriate sociological perspectives related to a range of concerns and situation.

Readings, Module Materials, Films, Discussions, Final Project

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REQUIRED READINGS & OTHER COURSE MATERIALS

Textbook

1. *(AVAILABLE ONLINE AT THE LIBRARY)* Chirico, J. 2019. Global Problems, Global Solutions: Prospects for A Better World. Thousand Oaks, CA: Sage. ISBN- 1-5443-6125-4 (
2. Additional Readings will be posted on Canvas.
3. Additional readings: It is recommended that you read national, and international news stories in the newspaper (whether in print or in an online format – there are many publications to choose from, such as the Washington Post, New York Times, San Jose Mercury, Oakland Tribune, Reuters International, BBC, etc.).

Other Technology Requirements/Equipment/Material

Very reliable computer/Internet access
Access to Zoom (Free Access through SJSU)
Access to your SJSU Canvas account

TROUBLESHOOTING CANVAS

- If you are not able to log in to Canvas or your course site, please go to the Ecampus <https://www.sjsu.edu/ecampus/> to call or submit a Ticket.
- Once you have logged into Canvas, you can get tech help on weekends and in the evening by clicking the Help icon (circle with a question mark) in the far-left global navigation menu.
- Canvas Student Guides are available <https://community.canvaslms.com/docs/DOC-4121>
- Watch a series of short Canvas video tutorials (~5 mins) designed to help you learn how to use Canvas <https://resources.instructure.com/courses/32>

ASSIGNMENTS

Module Activities and Discussions

This class will rely heavily on student engagement and discussion; you'll participate in frequent online discussions via our Canvas course site. I will also offer optional live Zoom discussion alternatives if enough students are interested. I will provide detailed instructions about the expectations for each discussion.

In addition to the discussion boards for each module, there will be other activities to complete. These activities will allow you to showcase your completion, comprehension, and engagement in relation to the course materials. Some of these will be shared with classmates, and others will be submitted to me only.

Readings and Quizzes

There will be multiple readings assigned each week and a quiz or other short assignment for each reading. Quizzes (and all other assignments) will be completed within Canvas, and they'll include multiple-choice and short-answer questions. They will be untimed and open books/notes.

Final Project

Your final project for the course will involve creatively integrating key sociological concepts with the theme of climate change. The three main components of this project will be:

1. A **social action project**, created by you and conveyed to others (outside the class), to communicate a "social problem" related to climate change.
2. A **presentation** to evaluate your social action project, posted for the class on Canvas at the end of the quarter.
3. A **reflection**, describing other students' presentations and considering how the theme of "climate change" was approached from different perspectives.

Detailed instructions will be posted on Canvas, and we'll have smaller assignments leading up to the project throughout the semester.

GRADING

Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

Module Assignments/Discussion	30%
Reading Quizzes	30%
Final Project	40%

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

A+ = 98 – 100%	B+ = 88 – 89.9%	C+ = 78 – 79.9%	D+ = 68 – 69.9%
A = 92 – 97.9%	B = 82 – 87.9%	C = 72 – 77.9%	D = 62 – 67.9%
A- = 90 – 91.9%	B- = 80 – 81.9%	C- = 70 – 71.9%	D- = 60 – 61.9%

A Grades

Grades in the A range will be granted only for exceptional work. Exceptional, or A, work refers to exemplary work that goes above and beyond basic requirements, demonstrating critical thinking, clarity, and sophistication in form (e.g., language use, structure, format) as well as

substance (e.g., logically developed arguments, use of appropriate examples). This is work that could serve as a model for other students.

B Grades

Grades in the B range are earned with work submitted on time that is of good quality. B work meets all the requirements and involves clear, coherent, carefully edited writing; for oral presentations, it involves executing a clear, informative, and engaging presentation. The work has a clear purpose and appropriate development, but may lack in originality or insightfulness. Written work demonstrates careful editing and a solid grasp on grammar and mechanics.

C Grades

Grades in the C range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work is competent: the author establishes a purpose and supporting ideas, but argument may be somewhat vague, unclear, or uneven. There may be structural issues and problems with the clarity of prose and incorrect use of grammar.

Grade Checks

In general, you should keep track of your own grade by keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should **e-mail me** at least **24 hours** ahead of time to let me know you'll be bringing grade check paperwork to class. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you.

Late Assignment and Make-up Work Policy

Major Assignments: *I will accept late papers for up to one week after the due date.* Late papers will be marked down as one full letter grade. They will also receive the lowest priority in terms of the amount of feedback and turnaround time.

There will be a one-day grace period for all other assignments. Please aim to submit your assignments early or on time whenever possible; this will help you stay on track with your coursework, and it will help me with grading. In those cases where you need a little extra time, you may use the grace period (no need to contact me for permission). If your circumstances warrant further extensions, please get in touch with me as soon as you can to discuss your options.

Please plan to complete all assignments well in advance of the deadline so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission and include a copy/attachment of the completed assignment in the e-mail. Canvas will automatically apply

your free pass by dropping your lowest score in each grading category (you don't need to contact me to use your free pass).

When Life Events Affect Your Class Performance

If you have an ongoing issue that will compromise your ability to complete the coursework, you must let me know as soon as possible and stay in touch with me.

Submitting Assignments: Guidelines & Policies

Unless otherwise noted, **assignments are due by 11:59 pm** on the stated deadline. Assignments must be submitted on Canvas.

Please plan to complete all assignments well in advance of the deadline so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission. If you choose to wait until the last minute to submit an assignment, and you run in to difficulties that prevent the submission (loss of Internet access, etc.), you are still responsible for any grade penalties that result from the missed deadline.

Assignment Format

Please note that Canvas will not read .pages format. Please submit your work in **.doc or .pdf** format.

Format your major assignments according to the formatting guidelines Yellin establishes in Chapt. 2. Your papers must also follow APA or ASA conventions for citations and references.

Final Exam or Evaluation

We will not have exams in this class. Your final assignment, the research paper, will be due on our scheduled final exam date, along with a few small assignments to wrap up the last module and the course.

CONTACTING PROFESSOR ROBERTS

Office Hours

I strongly encourage you to visit me during my office hours. You're welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check-in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).

E-mail

You are welcome to e-mail me, **the best way is through the canvas website**. Please note that I do not provide assignment/draft feedback or grade checks over e-mail. Before you send your e-mail, please check to make sure that you have:

- Included the course (SOCI 116) in the subject line.

- Followed general correspondence guidelines, such as including a salutation.
- Included a message (don't send an attachment with no message).
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn't already been answered in one of those documents.

I will respond to your e-mail within 24 hours Monday-Friday, **IF** you follow the above guidelines. If your e-mail doesn't follow these guidelines, I may ask you to review these guidelines and send a revised version.

UNIVERSITY POLICIES AND PROCEDURES

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

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 section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <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 at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording her/him. You must obtain the instructor's written permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 requires 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 Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

UNIVERSITY RESOURCES

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Technical Issues

For technical questions with Canvas, contact SJSU ECampus
<https://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html> or the Canvas 24-hour Support Help Line: (877) 982-1780

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website <http://www.sjsu.edu/counseling>.

COURSE SCHEDULE

Daily Reading and Assignment Schedule

This schedule is subject to change. Whenever possible, I will provide at least one week advance notice of any changes.

Unit Topic	Week Class Dates	Readings & Major Assignments
<i>Climate Change Theme</i>		All readings and assignment links will be posted on Canvas. Additional daily assignments not listed on this schedule will be posted in Canvas.
<p>One:</p> <p>Introduction to the Course & the Global Social Problems</p> <p><i>How is climate change a global problem?</i></p>	Week 1-3:	<p>Pappas, "10 Netiquette Tips for Online Discussions"</p> <p>Chirico "Introduction"</p> <p>Chirico, Chapter One "Private Troubles and Social Problems: Developing a Sociological Imagination"</p>
<p>Two:</p> <p>Culture: Values & Identity</p> <p><i>How do our cultural values impact climate change?</i></p> <p><i>How does climate change threaten cultural identity?</i></p> <p><i>How are inequalities tied to the causes and consequences of climate change?</i></p>	Weeks 3-5:	<p>CHAPTER 7 YOU CAN'T EMPOWER US WITH CHICKENS: GENDER THROUGH THE LIFESPAN (selections)</p> <p>CHAPTER 6 FROM DIFFERENCE TO DISCRIMINATION: FAULT LINES OF RACE, ETHNICITY, AND RELIGION (selections)</p> <p>Chirico, Chapter 2 "Socioeconomic Fault Lines: Inequality, Poverty, And Development" (Selections)</p> <p>Kamp, "The Way We Were: Rethinking the American Dream"</p> <p>Rough Translation, "What Would Jesus Drive"?</p> <p>Crosley-Corcoran, "Explaining White Privilege to a Broke White Person"</p>

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<p>Three:</p> <p>Environment</p> <p><i>What are the environmental impacts of climate change?</i></p> <p><i>Who is most affected by these impacts?</i></p>	<p>Week 6-7</p>	<p>Chirico, Chapter 14 "Climate Change And Global Warming"</p> <p>CHAPTER 13 DESTRUCTION AND DEPLETION OF THE NATURAL ENVIRONMENT (Selections)</p> <p>NPR, "How Federal Disaster Money Favors the Rich"</p> <p>SJSU Library Research</p>
<p>Four:</p> <p>Transnational Crime and Violence</p> <p>Four:</p> <p><i>What are our social responsibilities related to climate change?</i></p> <p><i>Who has the right to enforce environmental responsibility?</i></p>	<p>Week 8-9</p>	<p>CHAPTER 9 TRANSNATIONAL PROPERTY CRIMES</p> <p>CHAPTER 10 THE CHALLENGE OF POLITICAL VIOLENCE</p> <p>Gall, "Who Are the Illegals?"</p> <p>Kramer, Remster & Charles, "Black Lives and Police Tactics Matter"</p> <p>Grinnell, "Elite Deviance and White Collar Crime"</p> <p>Kessel & Tabuchi, "Exposing a Hidden Climate Threat"</p>

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<p>Five:</p> <p>Food, Human Capital, and Health</p> <p><i>What are the health & safety impacts of climate change?</i></p> <p><i>Is access to a healthy environment a right?</i></p> <p><i>Who has this access?</i></p>	<p>Week 10-11</p>	<p>CHAPTER 3 STARVING IN THE SHADOW OF PLENTY</p> <p>CHAPTER 4 OPTIMIZING HUMAN CAPITAL: GOOD HEALTH</p> <p>Beech & Jirenuwat, "The Price of Recycling Old Laptops"</p> <p>Brawley & Goldberg, "How We Do Harm"</p> <p>Rosenthal, "Paying till it Hurts"</p> <p>Weitz, "Big Pharma Comes of Age"</p>
<p>Six:</p> <p>Migration, Immigration and Refuges</p> <p><i>How are migration, immigration and refugees tied to the causes and consequences of climate change?</i></p> <p><i>How does our global immigration system promote climate change?</i></p>	<p>Week 11-12</p>	<p>Stiglitz, "Of the 1%, by the 1%, for the 1%"</p> <p>Rank, "Rethinking American Poverty"</p> <p>Ravenscraft, "Being Poor is Too Expensive"</p>

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<p>Seven:</p> <p>Social Action</p> <p><i>What are we doing to solve climate change?</i></p> <p><i>What should we be doing to solve climate change?</i></p> <p><i>What do you want people to know about climate change?</i></p> <p><i>What's an effective way to communicate about this global social problem?</i></p>	<p>Week 14-17</p>	<p>Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted"</p> <p>Jetter, "Get Angry, Go Viral, Change Everything!"</p> <p>Szasz, <i>Shopping Our Way to Safety</i> (selections)</p> <p>Final Project Due</p> <p>Class Presentation Due</p>

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Topic <i>Climate Change Theme</i>	Class Dates	All readings and assignment links will be posted on Canvas. Additional daily assignments not listed on this schedule will be posted in Canvas.

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