**SO334: Global Society**

M/W 2:40pm-3:55pm in Gadbois 101

Fall 2021

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Office Hours: Monday 4:00pm-5:00pm; Wednesday 10:00am-12:00pm; or by appointment

**Course Description**

This course provides insights into the social scientific study and understanding of the global nature of life in the modern world. While the readings for the course will come from scholars in a variety of academic disciplines, the course will address this issue primarily from the sociological standpoint (though, this certainly integrates aspects of political science, communications and marketing, economics, etc.). A large part of our goal for this course is to better understand the interconnections between our lives /decisions in the United States, and those of seemingly unconnected individuals around the world.

The term globalization is one of increasing salience and importance in contemporary society. While we often think of this primarily in economic terms, the course will begin by focusing on three major aspects of the global system/community: Economic, political, and cultural. In so doing, we will discuss the major theories on globalization and the global system and discuss in detail a number of contemporary issues. The course will conclude by focusing on several “topics of interest” that incorporate these three components.

**Mask Policy**

We will follow the CDC’s guidelines for indoor masking for vaccinated adults which states: “To maximize protection from the Delta variant and prevent possibly spreading it to others, fully vaccinated people should wear a mask indoors in public if you are in an area of substantial or high transmission.”

Additionally, we are subject to the college’s official mask policy and Dean Cronin’s clarification on the language which reads: “Generally, masks are not required to be worn on campus for vaccinated students and employees.  We ask that all people have masks with them and to respect people’s requests to wears masks if asked. As far as the classroom is concerned: faculty may require their students to wear masks in the classroom.  So, too, a student/students in your class can ask that everyone in the class wear a mask.  **Compliance with a mask request is mandatory, not voluntary. ”**

**Core Requirements**

This course fulfills the Global Engagement and Social Scientific Awareness requirements of the core curriculum. The objectives and outcomes of these two requirements, as defined by the college, are listed below:

*Global Engagement*

### Goals and Objectives

Global engagement means active interest in a world where all peoples, being rooted locally, share the responsibilities of belonging to a common humanity. As members of the human family, students should respect the inherent dignity of all peoples and their universal human rights. Courses should provide students with an understanding of global structures, processes, and conditions. Students should be able to identify commonalities and diversity in an interconnected world; they should have the capacity to be responsible and effective participants in global society.

### Student Learning Outcomes

Students who have completed their Global Engagement requirement should be able to:

* Understand the world as an interrelated and interdependent whole.
* Recognize global systems, institutions, and processes and the sources of global unity and fragmentation.
* Demonstrate knowledge of major global issues such as human migration, trade, global poverty and inequality, environmental degradation, and human rights.
* Comprehend and appreciate the diversity of societies, peoples, and cultures.
* Interpret aspects of other societies, countries and cultures with empathy and sophistication.
* Appreciate their relationship with the greater world.
* Appreciation of the global-local connection.

*Social Scientific Awareness*

### Goals and Objectives

Social Scientific Awareness is defined as the ability to identify, appreciate and investigate questions in the theory and methodology of the social sciences. Courses in social scientific awareness aim to identify, through empirical and systematic observations, patterns of human behavior that occur among individuals, groups, institutions, societies, and/or the global environment. Courses in this area focus on human behavior and the institutions and social systems that shape and are shaped by that behavior. Courses in social scientific awareness engage students in the process of social scientific inquiry in order to develop their understanding of the self, society, and the larger world.

### Student Learning Outcomes

Students who have completed the Social Scientific Awareness requirement should be able to:

* Demonstrate knowledge of theoretical perspectives and major concepts in the social sciences.
* Understand how social scientific research can describe, understand, and predict human behavior.
* Understand research methods, including development of research questions, research design, analysis, and interpretation in considering social phenomena, issues, and problems.
* Distinguish social science research from advocacy, commentary, and other forms of analysis.
* Reflect the values underlying social science research, including ethical behavior, tolerance of ambiguity, and the importance of empirical evidence.
* Think critically about the interactions of individuals, groups, institutions, and societies.

**Required Readings**

1. Chirico, JoAnn. 2013. *Globalization: Prospects and Problems.*  Thousand Oaks, CA: Sage
2. Either
	1. Rabe, Stephen G. 2011. (2015 for second edition). *The Killing Zone: The United States Wages Cold War in Latin America.* Oxford, UK: Oxford University Press.

OR

* 1. Smith, Christian. 1996. *Resisting Reagan: The U.S. Central American Peace Movement.* Chicago, IL: University of Chicago Press.
1. An additional text that you will select from a list I provide at a later date (only if not doing community engaged learning)
2. Selected readings and links may be added to Canvas

**Course Requirements (\* indicates a difference for traditional and community engaged learning option)**

*Book Analysis:* Early in the semester, you will choose one of two texts to read (*Resting Reagan* or *The Killing Zone*). You will turn in a 2-3 page analysis of the text. This will require you to describe and critique the thesis of the book and to relate course material to the text. This analysis is due at the start of class on **October 4th**. You should begin reading your text well before this date, so that you can complete the analysis along with your other work for the course.

On October 4th, you and those who read the same book will be responsible for presenting the important aspects of the book to your classmates. I will provide more detailed information about the presentation and the content of the analysis, as the semester progresses. The written analysis and the group presentation are worth **175 points (or 17.5% of your final grade)**.

*Exams:* We will have two exams in this course a midterm and a final. The dates of these exams are listed in the schedule of readings. We will discuss the structure of the exams closer to when they are held. I prefer to integrate student input into the structure of the exams.

*Discussion Questions:* You will be responsible for posting one discussion question to Canvas by noon on the day that we meet. These questions can either be about aspects of the reading that you found confusing/unclear or about how the reading relates to other things we’ve read/current events. Raising thoughtful questions in the discussion board is required for full participation credit.

*\*Book Analysis #2:* As we approach the middle of the semester, I will ask those of you not completing the community engaged learning option for the class for a topic of interest that you would like to examine in greater depth. Based on your interest, I will provide you with a few choices of books from which you will select one. I will then ask you to identify three research articles on the same topic that you will also read. Along with the book options, you will be provided with a prompt asking you to analyze the book and discuss its relationship to the arguments/content of the three articles you chose as well as the content of the course. This written analysis will be due by midnight on our last day of class and is worth **225 points** (or **22.5% of your grade in the course**).

*Attendance and participation:* Given the unique circumstances we still find ourselves in, I do not have an official policy for missing classes. If you are healthy you are expected to attend class in person. If you feel ill, please notify health services, let me know that you will not be attending class, and follow the advice of health services. Our room is not equipped for live streaming, but if you let me know with some level of advanced notice, I will do my best to live stream the class via zoom if you feel under the weather but well enough to attend and participate remotely.

Especially in small classes, it is vital that all students are active participants in the classroom. This includes not only completing the required readings and actively listening, but also raising questions and participating in the discussions. This requires that you **must complete the readings before** class in order to adequately participate. You should bring the readings with you to class, to reference during discussion if necessary. Active participation in the class and posting thoughtful discussion questions are worth **125 points (or 12.5%** **of your final grade)**.

**Service Learning Option Requirements (those listed below replace the research paper)**

I believe that community engaged learning is a valuable experience and tool that allows students to observe the course concepts in the real world. Equally important, it provides you with the opportunity to use your time at Saint Anselm to meaningfully engage the local community.

\*Community Engaged Learning Project: At the time of writing this syllabus, the Meelia Center, our community organization, and I are still coordinating to finalize our project. This will look different than community engage learning usually looks in your classes. You will not be volunteering 20 hours per week with a site of your choosing. Instead, those opting to for community engaged learning will work collectively on a project for our partner. Prof. Lora from the Meelia Center will join our class in week 2 or 3 to discuss the project once things have been solidified.

This project will be worth **225 points** (or **22.5% of your final grade**) and will take the place of the second book analysis.

 **Grading**

Your grade will be based on the above requirements in the following manner:

Requirement Points Each Total Points

Midterm Exam 225 225

Book Analysis and Presentation 175 175

Book Analysis #2 (CEL Project) 225 225

Final Exam 250 250

Participation & Attendance 125 125 \_\_\_

Total 1000

Letter grades will be assigned as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | 100-95% | (1000-950) |  | C | 76.9-73% | (769-730) |
| A- | 94.9-90% | (949-900) |  | C- | 72.9-70% | (729-700) |
| B+ | 89.9-87% | (899-870) |  | D+ | 69.9-67% | (699-670) |
| B | 86.9-83% | (869-830) |  | D | 66.9-63% | (699-630) |
| B- | 82.9-80% | (829-800) |  | D- | 62.9-60% | (629-600) |
| C+ | 79.9-77% | (799-770) |  | F | <60% | (<600) |

**Additional Policies**

­*Makeup Policy:* In almost all instances, **there will be no makeup exam for the exams**. Make up exams will only be granted under extraordinary circumstances. If you **absolutely** **have to** miss the final, **you need to notify me at least one week in advance** via email, and to provide proper documentation. If an emergency occurs on the day of an exam, you must email me before the exam and provide me with documentation immediately. Questions on any makeup exams will reflect the fact that students had additional time to prepare.

***NOTE: I understand that circumstances arise in students’ lives that will make completing material on the assigned day difficult/impossible. If you find yourself in one of these situations, please reach out to me so that we can set up a plan to ensure that you remain on track to complete the work for the course. In these situations, health services and the ARC are also invaluable resources that you should utilize.***

Late work without an official extension will be subject to the following procedure. Work that is turned in within 24 hours of the deadline will receive a **ten percentage point reduction** in the score. **An additional ten percentage point reduction** will be applied for each additional day that the work is late.

*Academic Integrity/Plagiarism:* Plagiarism will absolutely not be tolerated in this class. All work in assignments and exams MUST be your own. In your written work, if you are presenting the ideas of someone else or providing a quotation, you must properly cite the author using a consistent format (ASA, APA etc.). Presenting the work of someone else as your own or cheating on an exam will result in a failing grade (potentially for the course depending on the severity) and potential recourse by the college. (See page 11 of the Student Handbook). For more information on Saint Anselm’s policy on academic integrity see the following link:

http://www.anselm.edu/Library/Research-Help/Research-Tutorials/Academic-Integrity.htm

*Student Disabilities:* Saint Anselm College is committed to meeting the needs of students disclosing physical, sensory, psychiatric, and/or learning disabilities. To disclose a disability and request accommodations, please see Kenneth Walker, the College’s disability services provider, in the Academic Resource Center (ARC) in Lower Cushing, who will assist you in making contact with appropriate faculty members and arranging support services and accommodations available within the ARC or elsewhere. To ensure that accommodations are arranged in a timely manner, you are encouraged to make your request at the beginning of each semester.

F**or questions concerning support services, documentation guidelines, or disability issues contact:**

Office of Disability Services
Academic Resource Center (ARC)
Tel. (603) 641-7193
(Director and Email Forthcoming)

**For additional information on documentation guidelines:**

http://www.anselm.edu/Current-Students/Academic-Resources/Disability-Services.htm

*Electronic Devices:* “As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pages ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Dean prohibits the use by students of cell phones, pagers, PDA’s, or similar communication devices during scheduled classes. Text messaging or accessing information on these devices is likewise forbidden. All such devices must be put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the College’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a college emergency exists. If that is not the case, the devices should be immediately put away. Other exceptions to this policy may be granted at the discretion of the instructor” (Student Handbook, p.13).

*Communication:* The best way to contact me is through email. I will check my email at least twice per day (once in the morning and once in the evening) and will respond to most emails within 24 hours. I will use email as the primary means of communication with you outside of the classroom, and will do so with the assumption that you will check your email at least once per day.

**Tentative Reading Schedule**

|  |  |
| --- | --- |
| 23-Aug | Introduction of the course |
| *Defining the "global" and the Main Schools of Thought* |
| 25-Aug | Text - Introduction and Chapter 1 |
| 30-Aug | Text - Chapter 2 |
| 1-Sep | Text - Chapter 3 |
| *Global Economic System* |
| 6-Sep | Text - Chapter 4  |
| 8-Sep | Canvas - Collier "The Bottom Billion" &  Begum and Sen "Pulling Rickshaws in the City of Dhaka" |
| 13-Sep | Canvas - Robinson "Contradictions of Global Capitalism and the Future of Global Society" & Olivera "Violencia Femicida" |
| 15-Sep | Reading TBD (on outsourcing consequences in US) Film "Xmas without China" |
| *Civil Society and Global Governance* |
| 20-Sep | Text - Chapter 5  |
| 22-Sep | Canvas - Bieri and Boli "Trading Diamonds Responsibly" |
| 27-Sep | Text – Chapter 6 & Canvas - Murphy and Yates - "ISO and the Infrastructure for a Global Market" |
| 29-Sep | Canvas - Evans: "Counterhegemonic Globalization: Transnational Social Movements in the Contemporary Political Economy" |  |
| 4-Oct | Group Presentations on First Book Assignment |
| *Migration and Immigration* |
| 6-Oct | Text Chapter 12 |
| 11-Oct | Fall Break |
| 13-Oct | Canvas - Levitt "Transnational Villagers"  |
| 18-Oct | Midterm Exam |
| 20-Oct | Gary and Rubin: “A First Person Account of the Refugee Experience” |
|  | <http://www.apa.org/international/pi/2014/12/global-violence.aspx> |
| *Global Culture* |
| 25-Oct | Text Chapter 9 |
| 27-Oct | Canvas Hannerz "Cosmopolitans and Locals in World Culture" and Bestor "How Sushi went Global" |
| 1-Nov | Canvas Tomlinson "Cultural Imperialism" |
| 3-Nov | Canvas McHugh "Moral Choices and Global Desires" and Watson "McDonalds in Hong Kong" |
| *Issues of Interest* |
| 8-Nov | Content TBD based on Student Interests |
| 10-Nov | Content TBD based on Student Interests |
| 15-Nov | Content TBD based on Student Interests |
| 17-Nov | Content TBD based on Student Interests |
| 22-Nov | Content TBD based on Student Interests |
| **24-Nov** | **Thanksgiving Break** |
| 29-Nov | Content TBD based on Student Interests |
| 1- Dec | Reading Day |
| 2-Dec | Reading Day |
| **7-Dec** | **Final Exam @ 1:00pm** |