SOC 3436 (Section 070): Global Social Structure  
Spring 2012: Thursdays 6:00–9:00 p.m., Sandy Campus  
Syllabus and Tentative Schedule

***This syllabus is tentative and subject to change at any time.***

**Instructor: Yvette Young, MA/PhD Student**  
Email: yvette.young@soc.utah.edu  
or through Canvas  
Office Location: BEH S 414  
Office Hours: By Appointment  
Class Website: Canvas

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Course Description (3 credit hours, no prerequisites): Globalization plays a leading role in shaping the ever-changing global social structure. Global institutions are expanding (both in number and size) and growing increasingly complex. In this class we will explore the process of globalization in order to better understand its meaning, temporality, and impacts on development, human wellbeing, and the environment and modern society in general. Macro- and micro-level structures will be examined, including nation-states, economic systems, corporations, cultures, individuals, etc. These structures will help us to critically interpret and analyze the social forces that impact processes of globalization and how globalization impacts society.

Course Objectives (Upon successful completion of this course, students should be able to): Upon completion of this course, you will be able to:
1) Identify and differentiate between the economic, political and cultural dimensions of globalization;  
2) Critically evaluate competing perspectives of the causes and consequences of globalization; and  
3) Apply competing perspectives and concepts of globalization to social, economic and political events associated with contemporary life.


Course Requirements:  
1. Response Papers (4) 40%  
   • Current Event Response (2)  
   • Film Response (2)  
2. Exams (2) 20%  
3. Final Project 20%  
4. Participation 20%  
   • Discussion Lead  
   • In class participation  
   • Quizzes

Additional details and expectations for all assignments will be discussed in class and posted on the class website. Formats for paper one and two are described in the class policies.
Grading Scale (I do not grade on a curve, your grade is what you earn)

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Teaching and Grading Style

This class will generally consist of 35% lecture, 35% discussion and 30% other activities. Other activities will include group work, self-directed learning, viewing films, etc. Grading will reflect an emphasis on critical thinking and engagement with the readings. Understanding of basic concepts is a precondition to critical thinking, however, in general, memorization is not required, and use of reference material is encouraged. Occasional closed-book quizzes may be given in class to test understanding of key foundational concepts. All papers will be graded for content and organization, with special attention to the student’s critical analysis (e.g. discussion and conclusions).

Course Outline and Reading Schedule

- Readings must be completed prior to the date listed.
- All readings are listed in the order they should be read.

***This schedule is tentative and subject to change at any time. Please check Canvas regularly.***

1 Introduction (1/12/2012)

1.1 International, Global or Transnational?

1.2 Globalization and Power

1.3 Global Society
   - What is society?
   - How do we approach social structure at the global level?
   - Is there a global society?

2 Theoretical Perspectives (1/19 & 1/26)

2.1 Social Structure & Stratification

2.1.1 Macro/Meso/Micro

2.1.2 What is social structure?
   - How do we stratify?
   - Is social mobility possible?
2.2 Globalization

2.2.1 What is Globalization? Dimensions and Debates
Held, et. al., Introduction
Sklair in Roberts. Globalization & Development Reader

2.2.2 What is Globalization? Nothing vs. Nothing New

2.3 Theories of Global Social Structure
Economic Structure: World Systems Theory & Dependency Theory
Political Structure: World Polity Theory & Military Structures of Power
Global Culture: Imagined Communities, Cultural Idioms & the Clash of Civilizations

3 Historical Foundations (2/2)

3.1 History of International Relations

3.2 History of the State
Tilly, Ch. 1

3.3 History of Globalization and Modernization
McMichael Ch. 2, 25-45
Rostow, Ch. 1

4 Economic Structure (2/9 & 2/16)

4.1 Modernization and Dependency
Development Project: McMichael Ch. 2, 46-53 and Ch. 3, 55-69

4.2 Economic Globalization

4.2.1 Dependency and the World System
Dos Santos, “Structure of Dependence,” e-Reserve, 231-236

4.2.2 Globalization: Natural Process vs. Project
Globalization Project: McMichael, 147-228

4.3 Inequality
Collier, 1-13
Baumol, “Productivity Growth, Convergence and Welfare,” e-Reserve, 1072-1085
Firebaugh, “Empirics of World Income Inequality,” e-Reserve, 1597-1630

5 Political Structure & Political Globalization (2/23 & 3/1)

5.1 States in the Global Structure
Connie McNeely
Strange, “The Declining Authority of States”

5.2 Power and Politics

5.3 Political Interactions on the Global Scale
Bruce Bueno de Mesquita and David Lalman. War and Reason. Chapter 2.

6 Culture and Social Structure (3/8 & 3/22)
Nationalism: Imagined Communities and Hedges
7 Intersections and Issues (3/29, 4/5 & 4/12)

7.1 Non-State Actors

7.2 Organized Violence

7.3 Global Cities

7.4 The Environment

7.5 Globalization and Gender


Mies. Housewification.

8 Social Mobility in the Global Context (4/19)

8.1 Physical Mobility: Migration

Massey

8.2 Social Mobility

Baumol, “Productivity Growth, Convergence and Welfare,” 1072-1085

8.3 Social Movements


Class Policies

1. Class Conduct: Active and constructive class participation is a central component of this course. If you are not here, it becomes impossible to evaluate class participation. However, simply attending is not enough. Class exercises and classroom discussions also encourage the application of course material and critical thinking. Active, constructive, and engaged class participation will raise final course grades. Students who are disrespectful, unprepared, overly dominate class discussion, or who fail to engage positively in classroom dialogue, will have an opportunity to meet with the instructor to discuss ways to develop more positive contributions to classroom dialogue. Ongoing problems with negative contributions will result in a lowered class grade. At times we will discuss controversial subjects and there will be disagreement. This is expected and healthy. However, at all times, I expect students to be respectful of each other and of me. I will not tolerate personal attacks. Nor do I tolerate disruptive behavior. Talking to other students, receiving phone calls, text messaging, or playing games during lecture. All constitute class disruptions that will result in your being asked to leave class.

2. Submitting Papers. All papers/assignments should be printed and turned in during class. Papers should must be typed, double-spaced, 12 point, Times New Roman font, 1-inch margins with your name in the upper left hand corner of the first page. All papers must reference work cited. Failure to comply with required formatting will result in point deduction. Late papers will not be accepted unless circumstances warrant a short-term extension.

3. Academic Honesty: Violations of the student code of ethics including cheating and plagiarism will result in a failing grade of the assignment and/or the course. This applies to all components of the course. Other forms of academic misconduct will be dealt with accordingly. For further details, see the University of Utah Student Code of Conduct.
4. Americans with Disabilities Act (ADA): The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

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