Global Social Structure
Sociology 3436-070
Summer 2010

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Lecture: 6:00pm-9:00pm Wednesday

*Thank you to Nikki Eberhardt and Jessie Winitzky. This syllabus was modified from their Summer & Fall 2009 Global Social Structure syllabus.

Course Description
What is “globalization”? Does the concept relate to politics, economics, culture, society, technology, modernity, or perhaps all of these institutions collectively? When did globalization begin; 500 years ago or a more recent era? These are big questions. They’re also important questions.

Global institutions are growing in scale, quantity, and complexity. Modern society is increasingly being shaped by global processes. In this class, we will explore the historical progression of global institutions to better understand modern society. 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, inequality, gender, migration, organized violence, and the environment.

Course Objectives
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.
Required Text

Americans With Disabilities Statement
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (available online at http://www.sa.utah.edu/ds), 162 Union Building, 581-5020 (V/TDD). DCS will work with you and the instructor to make arrangements for accommodations.

Assessment
You will be graded on six main dimensions:
1) Discussion leader (1-2).......................10%
2) Take-home exams (3).........................30%
3) Film response (4).............................10%
4) Group project..................................25%
5) Project plan....................................5%
6) Participation....................................10%

1) As this class is organized in a seminar format, you will be responsible for leading 1-2 class discussions (depending on class size) during the semester. This means you will come to class on the appointed day(s) prepared with a summary of the day’s readings and some questions to get the discussion rolling. You will not be expected to lecture for the entire hour, but simply to summarize the reading and facilitate discussion.
2) I will hand out three take-home exams over the course of the semester, each focusing on one major unit of class material and comprising 3-4 essay questions. The responses are to take an essay form and should each be roughly 2-3 pages in length (6-10 pages overall). Traditional essay standards apply, such as Times New Roman font or something similar, 12 pt font size, double-spaced, 1-inch margins, citing of sources used, etc.
3) You will be asked to submit a 1-2 page response to each of the four films we will watch in class. This is an informal paper, and you are expected to simply give your opinions and feelings about the film.
4) You will work in a group to create a final research project synthesizing material encountered in class as well as resources culled from outside research and study. You will be graded as a group on the final presentation (poster or PowerPoint is suggested). This project will trace the “natural” history of a
specific commodity, and will require you to conceptualize across each dimension of globalization we explore in class.
5) The project plan is a one-page summary of a) who is in your group and b) what commodity you plan to trace. Turn in just one project plan per group.
6) Participation includes actively listening to and engaging in class discussion, completing assigned readings, being physically present in the classroom, and being a respectful member of the class community. We will start every class with a written assignment, which will act as a warm-up exercise. Your participation grade will be largely based on this exercise.

**Reserve Readings**

**Tentative Course Structure**

What is Globalization?
Held, et al., “Introduction,” e-Reserve, 1-10
Hand out Take-Home #1:

Economic Globalization
Framing Issues McMichael, “Chapter 1,” 1-21 Pre-Modern

Forms of Globalization
McMichael, “Chapter 2,” 25-45

Modernization: Theoretical Underpinnings
Rostow, “Five Stages of Growth,” e-Reserve
Inkeles, “Making Men Modern,” e-Reserve, 208-225

Development Project
McMichael, “Chapter 2,” 46-53
McMichael, “Chapter 3,” 55-69

Modernization: Empirical Evidence
Baumol, “Productivity Growth, Convergence and Welfare,” e-Reserve, 1072-1085
Firebaugh, “Empirics of World Income Inequality,” e-Reserve, 1597-1630

Dependency & World System: Theoretical Underpinnings
Dos Santos, “Structure of Dependence,” e-Reserve, 231-236

Globalizing National Economy
McMichael, “Chapter 4,” 87-116 Instituting the Globalization Project
McMichael, “Chapter 6,” 149-167

Globalization Project in Practice
McMichael, “Chapter 7,” 191-228
Dependency: Empirical Evidence
Kenton, “Long-Term Effects of Foreign Direct Dependence,” e-Reserve, 1024-1046
Film #1 Manufactured Landscapes

Nation-State: Still Relevant?
Meyer, “World Society and the Nation-State,” e-Reserve, 144-181 Take-Home #1
Strange, “Declining Authority of States,” e-Reserve, 219-224
Film Response #1: Manufactured Landscapes

Non-State Actors
Boli, Thomas, “World Culture in the World Polity,” e-Reserve, 171-190
Hand out Take-Home #2:

Politics, Culture, Food, Environment
Bond, “Backlash Against NGOs,” e-Reserve, 277-282
Film #2 The Future We Will Create: Inside the World of TED

Homogenization & Differentiation
Ritzer, “Introduction to McDonaldization,” e-Reserve, 7-24
Film Response #2: TED
Barber, “Jihad vs. McWorld,” e-Reserve, 29-35

Clash or Unity? Huntington, “Clash of Civilizations,” e-Reserve, 22-49
Bowen, “Myth of Global Ethnic Conflict,” e-Reserve, 3-14
Film #3 Manufacturing Consent

Global Environmentalist Movement
McMichael, “Chapter 8,” 236-249
Film Response #3: Manufacturing Consent

Globalization and the Environment
Stonich, “The Dynamics of Social

Processes and Environmental Destruction:
A Central American Case Study,” e-Reserve, 269-296
Politics of Food McMichael, “Chapter 3,” 69-83

Is Organic the Answer?
Pollan, “Chapter 9: Big Organic,” e-Reserve, 134-184

Global Feminist Movement
McMichael, “Chapter 8,” 249-259
Take-Home #2: Politics, Culture, Environment, Food

Globalization and Gender
Mies, “Chapter 4,” e-Reserve, 112-144
Hand out Take-Home #3

Microlending
http://www.counterpunch.org/cockburn10202006.html
Yunus, "A Pilot Project Is Born," e-Reserve,
Selinger, "Does Microcredit Empower?" e-Reserve, 27-41

State Military Apparatus
http://www.globalissues.org/Geopolitics/ArmsTrade/Spending.asp

Patterns of Warfare
Thompson, “Introduction to Structural Change and Global War,” e-Reserve, 3-18

Resistance & Terrorism
Muller and Seligson, “Inequality and Insurgency,” e-Reserve, 425-451
Bergeson and Lizardo, “International Terrorism and the World-System,” e-Reserve, 38-52

Migration
Massey, “Economic Development and International Migration in Comparative Perspective,” e-Reserve, 383-413
Film #4 The Other Europe

Final Project Presentations
Take Home #3: Gender, Violence, Migration
Film Response #4: Other Europe