GLOBAL SOCIAL STRUCTURE
Spring 2010
University of Utah
SOCIOLOGY 3436-010
H 6-8:45pm
BEH Room 113

Instructor: Nikki Eberhardt, MA International Development
Office: BEH 331
Email: nicole.eberhardt@soc.utah.edu
Office hours: After class and by appointment

Course Description
Individuals are embedded within cultural, economic, political, and social processes that have significant impact on their daily lives and life trajectories. These processes have become increasingly interconnected across national boundaries vis-à-vis information technology, media, transnational corporations, non-government organizations, multinational cooperation, and new forms of global capitalism and consumerism. The rate at which these processes have spread has, in many respects, been unprecedented. Most refer to these processes of increased and rapid interconnectedness as “globalization.”

What exactly is globalization? This class attempts to define globalization, trace the origins of globalization in the 20th century, and project impacts of globalization in the 21st century. We will discuss what globalization means to us as individuals and to others who may be adversely affected by the processes.

Lastly, this class moves beyond mere theoretical notions of globalization to explore personal activism. Our role as social actors on the stage of globalization must be determined. How are we impacted by globalization and how have others been impacted? If there are others who have been adversely affected, what is to be done? Mahatma Gandhi challenged, “Are we able to be the change [we] wish to see in the world?” This class explores our individual and societal opportunities to bring about change. We will have an opportunity to volunteer with the International Rescue Committee, a refugee resettlement organization in Utah.

Course Objectives
Upon completion of this course, you will be able to:
1) Identify and differentiate between the economic, political, cultural and social dimensions of globalization;
2) Critically evaluate competing perspectives (causes/consequences) of globalization;
3) Apply competing perspectives and concepts of globalization to current events;
4) Participate in global initiatives that seek to minimize adverse effects of globalization.

Course Grading

1) Community Service/Response 30% 86 pts.
2) Midterm 35% 100 pts.
3) Second Midterm 35% 100 pts.

Class participation is crucial. You should come to class having completed the readings for the upcoming week and ready to discuss main concepts. The readings are engaging and yet intensive. Please don’t be discouraged by the complexity of arguments. Be patient and always give yourselves adequate time to review the material. Always read with purpose; understand the main thesis and suggestions. Engage with the author’s premise and determine ways in which you agree and ways in which you disagree. Expect to read between 50-100 pgs/wk.

We will frequently engage in small group work. Verbal participation during discussion is encouraged for two reasons: a) you demonstrate a competency with material and b) you offer alternative perspectives based on your own experience to class members. Although I have chosen not to allocate specific percentage points to participation, your overall grade will heavily depend upon it—your success on both midterms requires consistent attendance and participation.

1) Community Service/Response
You are required to complete five hours of community service and write a three to five-page response. We use the International Rescue Committee (IRC), a refugee resettlement organization, as our main resource. During the semester, you will be expected to visit the IRC for one five-hour session where you may give new refugee arrivals a tour of the city, a visit to the library, a trip to a health appointment, file papers for the organization, furnish an apartment, or one of many other tasks. The first two weeks of class you will sign up
for a volunteer slot. Attendance is mandatory; the IRC will be depending on you for assistance. If you need to change your date, you may change slots prior to the appointment. NO SHOWS WILL NOT BE GIVEN CREDIT FOR THE ASSIGNMENT.

The IRC is located downtown, across the street from the SL Main Library. The address is: 231 East 400 South Suite 50 Salt Lake City, UT 84111 Tel: (801) 328-1091

**What should this response include?**

**Honesty.** Be frank about your experience—you will not be penalized if the service was less-than-life-changing nor will you be given an immediate ‘A’ for praising the experience. I want you to honestly assess the quality of the experience and provide sufficient reasons.

The **framework** should loosely be:

a) A few paragraphs describing the experience, including your personal insights about it (micro level);

b) 1-2 pages of organizational evaluation as a whole—this may require a very basic understanding of what IRC does and how refugee issues are handled in the U.S. in general (mezzo level);

c) Nearly two pages of contextualizing the International Rescue Committee and their work into the overarching questions we have discussed about globalization in the 21st century (macro level). This final section is where you synthesize the class discussions, reading materials, and your own personal thoughts of the larger questions of globalization, e.g. immigration, economic systems, war into a solid piece.

2) **Midterm**

The midterm will cover all reading assignments, class lectures, multi-media resources used in class, and small group discussion questions. There will be **8 essay questions and 4 short answers**.

3) **Second Midterm**

The second midterm will cover all reading assignments, class lectures, multi-media resources used in class, and small group discussion questions used the second half of the semester. **It is not comprehensive.** There will be **8 essay questions and 4 short answers**.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>83-86</td>
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<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>below 60</td>
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**Required Text**


**Reserve Readings**


DeParle, Jason. 2007. "A Good Provider is One Who Leaves" from NY Times Magazine. 50-74.


Ritzer, George. Ch. 1. “Intro to McDonaldization.”


**University Guidelines**

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 Union Building, 581-5002 (V/TTD). CDS will work with you and the instructor to make arrangements for accommodations. [www.hr.utah.edu/oec/ada/guide](http://www.hr.utah.edu/oec/ada/guide)

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Week 1, January 14</th>
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<tbody>
<tr>
<td><strong>Introduction, Definitions, Framing Issues</strong></td>
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<tr>
<td>McMichael, Ch 1: 1-21</td>
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<tr>
<td>Ritzer, “Introduction to McDonaldization”, e-reserve</td>
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<tr>
<td>Week</td>
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</tbody>
</table>
| Week 2, January 21 | History of Modernization and Dependency | McMichael, Ch 2: 25-37  
Rostow, “Five Stages of Growth,” e-reserve  
Gunder-Frank, “The Development of Underdevelopment”, e-reserve  
Dos Santos, “The Structure of Dependence”, e-reserve |
| Week 3, January 28 | Economic Globalization | McMichael, Ch 4: 87-110  
McMichael, Ch 6: 149-169  
Collier, Ch 1: 3-13 e-reserve |
| Week 4, February 4 | Economic Globalization Cont. | McMichael, Ch 7: 191-228  
Stiglitz, Ch 10: 269-292 e-reserve |
| Week 5, February 11 | Political Globalization | Strange, “Declining Authority of States,” 219-224 e-reserve  
Dicken, Ch 6: 173-204 e-reserve  
Boli, “World Culture in the World Polity”, 171-190 e-reserve  
Bond, “Backlash Against NGOs,” 277-282 e-reserve |
| Week 6, February 18 | Cultural Globalization | Hedges, Ch 2: 43-61 e-reserve  
Huntington, “Clash of Civilizations,” 22-49 e-reserve |
| Week 7, February 25 | MIDTERM | |
| Week 8, March 4 | Globalization and Gender | Sen, “Many Faces of Gender Inequality” entire article e-reserve  
Selinger, “Does Microcredit Empower?” 27-41 e-reserve  
Yunus, “A Bank For the Poor Is Born,” 115-130 e-reserve  
| Week 9, March 11 | Globalization and the Environment | McMichael, Ch 8: 236-249  
National Geographic “Our Good Earth: The Future Rests on Soil Beneath our Feet”, e-reserve |
| Week 10, March 18 | Politics of Food | McMichael, Ch 3: 69-83.  
Pollan, Ch 9: 134-184 "Big Organic” e-reserve |
**NO SCHOOL MARCH 25-SPRING BREAK**

**Week 11, April 1**  
*Globalization of Organized Violence*  
Bergeson and Lizardo, “International Terrorism and the World-System,” 38-52 e-reserve  
Dumas, “Is Development an Effective Way to Fight Terrorism?” 65-74 e-reserve

**Week 12, April 8**  
*Globalization and Migration*  
Castles, “Migration and Community Formation under Conditions of Globalization” 1143-1164. E-reserve  
De Parle, “A Good Provider Is One Who Leaves” entire article. E-reserve  
Massey, “Economic Development and International Migration in Comparative Perspective,” 383-413 e-reserve

**COMMUNITY SERVICE RESPONSE DUE**

**Week 13, April 15**  
*Globalization and Migration, cont.*  
Fainstein, “Inequality in Global City Regions,” 111-117 e-reserve

**Week 14, April 22**  
*Global Cities*  
Friedmann, “The World City Hypothesis,” 69-83 e-reserve  
Thompson, Introduction: 3-18 e-reserve  
Sassen, “Cities and Communities in the Global Economy,” 629-639 e-reserve

**WEEK 15: APRIL 29-FINAL**