

Soc 3436: Global Social Structure

M,W,F 9:40AM-10:30AM

BEH S 116

Fall 2014 Syllabus



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Office Hours: by appointment

Course Overview

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

By the end of this course, you will have learned to:

1. Understand the sociological concepts of globalization and global social structure.
2. Connect and apply what we learn about global social structures to life experiences and world events.
3. Improve critical thinking skills.

Required Texts

Philip McMichael. 2007. *Development and Social Change: A Global Perspective*. 4th Edition. Pine Forge Press. ISBN: 978-1-4129-5592-8.

*** I will be providing several required articles and other selections throughout the semester

Teaching and Learning Methods

This course will integrate lectures with group/class discussions and activities. I see a lot of value in learning from and working with each other. We will be getting into groups often before have whole class discussions. That way you'll have time to warm-up and unleash your ideas about the topic in a smaller group, before sharing your group's refined ideas with the class.

Policies

What you can expect from me: I will be available to help you individually if you need it throughout the semester. Please email me if you have any concerns or questions. I will provide a short study guide every week, so you have a study aid while you read. Additionally, I will make sure to update the course Canvas page on a regular basis.

What I expect from you: I expect that you complete the assigned readings by the beginning of each week to be able to contribute to our online discussions. I also expect you to complete the assignments and submit them on time.

CANVAS: The course Canvas page will have all the updated materials and class information.

Americans with Disabilities Act (ADA) Statement

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 information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

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Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

Veterans Center

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Assignments

- 1. Quizzes (20 points; 4 points each):** There will be five short quizzes throughout the semester on the readings and topics discussed within them. These quizzes serve as a way for me to see if there is anything that class is struggling with understanding, as well as a way for me to assess your attendance.
- 2. Discussion Posts (20 points; 2 points each):** You will be required to contribute at least one post for 10 of the weeks, meaning you have two free weeks to not post. I will provide a question for discussion each week. However, feel free to pose another question and give your thoughts on it.
- 3. Current Events (20 points; 10 points each):** You will be required to write two current event papers. In 2-3 pages, you will summarize the event and connect it to concepts covered in this class.
- 4. Final Paper (40 points):** The detailed requirements on the 5-6 page final paper will be posted by the second week of class. You will write on a topic related to this course, and we will have workshops throughout the semester.

Grading Policy (Evaluation Methods & Criteria)

All the assignments and exams add up to 100 points, in order for you to be able to easily track your final grade. Late assignments will be penalized 5% of the grade each day past the deadline. I expect that all of the work you submit is your own. Plagiarism will not be tolerated.

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Tentative Schedule

Week/Dates	Topics	Readings and Deadlines
Week 1: Aug. 25, 27, 29	Course Overview What is global social structure?	McMichael: TBA
Week 2: Sep. 1, 3, 5	History – The State and Globalization	McMichael: TBA Provided articles and selections: TBA
Week 3: Sep. 8, 10, 12	Theory – Social Structures and Globalization	Provided articles and selections: TBA
Week 4: Sep. 15, 17, 19	Measuring and Studying Globalization and Structures	Provided articles and selections: TBA
Week 5: Sep. 22, 24, 26	Economic Structures	Provided articles and selections: TBA
Week 6: Sep. 29, Oct. 1, 3	Political Structures	Provided articles and selections: TBA
Week 7: Oct. 6, 8, 10	Culture and Social Structures	Provided articles and selections: TBA
Week 8: Oct. 13, 15, 17	Fall Break (No Class)	
Week 9: Oct. 20, 22, 24	Intersections of Economic, Political, and Cultural/Social Structures	Provided articles and selections: TBA
Week 10: Oct. 27, 29, 31	Intersections and Issues (continued) Workshops for Final Project (literature review)	Provided articles and selections: TBA
Week 11: Nov. 3, 5, 7	Environment and Globalization	Provided articles and selections: TBA
Week 12: Nov. 10, 12, 14	Gender and Globalization	Provided articles and selections: TBA
Week 13: 17, 19, 21	Global Cities	Provided articles and selections: TBA
Week 14: Nov. 24	Privatization	Provided articles and selections: TBA
Week 15: Dec. 1, 3, 5	Class topics of choice (I will provide options, and the class will decide on two or three.)	Provided articles and selections: TBA
Week 16: Dec. 8, 10, 12	Workshops for Final Project Final Project Due Dec. 12	Final Project Due Dec. 12

***Dates, topics, assignments, and deadlines are subject to change (depending on the speed and interests of the class).