

## Globalization (CAPS) (M)

Soc. 415 (3 credits)

Prereqs: Junior standing; Sociology 101 recommended

Spring 2023

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<i>Instructor:</i>	Alair MacLean VMC 202H 360-546-9177 alair.maclea@wsu.edu
<i>Class times:</i>	TU, TH 12.05-13.20
<i>Class rooms:</i>	See online schedule
<i>Office hours:</i>	TU, TH 14-15, in person or by zoom, sign up at <a href="https://www.wejoinin.com/sheets/vxvxn">https://www.wejoinin.com/sheets/vxvxn</a> (or by appointment) This is time that I am ready to meet with you to respond to questions, provide feedback, or talk about whatever you want.

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**I. Course Overview:** This course is designed to introduce advanced undergraduate students to the sociological study of globalization, how nations and people increasingly connect around the world. We will review this topic from the perspective of its history, theory, culture, politics, and empirical patterns. The course has been completely revised to incorporate insights from the global Covid pandemic. In addition to a concise textbook, we will read chapters from an edited volume regarding how different countries responded to the pandemic. We will also read ethnographies of Indian call centers and global wealth managers.

The course is based on the insights of the recent book, *Academically Adrift*, particularly those oriented toward increasing the amount that college students learn during their educational careers. It draws on the expectation that college juniors and seniors spend approximately 2 hours outside of class preparing for every credit hour, which amounts to approximately 6 hours per week preparing for this class, either reading or writing. Students will read approximately 65 pages of assigned material for most weeks of the semester. In addition, you will be expected to independently read and comprehend scholarly articles and books that are obtained in the process of preparing an annotated bibliography. There are no exams, but there are essays that you will have the opportunity to revise and that will result in at least 20 pages of written work over the semester.

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### II. Course Readings are all on reserve in the library:

Aneesh, A. 2015. *Neutral accent: How language, labor, and life become global*. Durham and London: Duke University Press. (*Neutral* in the schedule.)

Harrington, Brooke. 2016. *Capital without Borders: Wealth Managers and the One Percent*. Cambridge, Massachusetts: Harvard University Press. (*Capital* in the schedule.)

Pieterse, Jan Nederveen. 2021. *Covid-19 and Governance: Crisis Reveals*. London; New York: Routledge, Taylor & Francis Group. (*Covid* in the schedule.)

Steger, Manfred B. 2020. *Globalization: A Very Short Introduction*. New York: Oxford University Press. (*Globalization* in the schedule.)

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Short readings are also drawn from two books (*The Craft of Research* and *Understanding Style*) that are on reserve in the library.

WSU Learning Goals of the Baccalaureate	Student Learning Outcomes: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/date(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
<b>Information Literacy</b>	Locate, categorize, critique, and evaluate sources of information	Plutocrats, I; State governments and democracy; Culture & everyday life; Plutocrats, II; Conflict & crime; Plutocrats, III	The three bibliography assignments and final paper
<b>Critical and Creative Thinking</b>	Contextualize, discuss, and compare key scholars, findings, and theories in sociology	All course sessions	The reading responses completed weekly and the response essays and the final paper
<b>Communication</b>	Create, tailor, and present scientifically based messages to the proper audience	History & present; Civil society & government; Labor market, I; Labor market, II; Religion, inequality, migration; Labor market, III; Food, environment, cities; Recap	The response essays and the final paper
<b>Writing</b>	Communicate through writing comprehension of assigned reading materials	See sessions noted for "communication"	The response essays and the final paper

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### III. Description of Required Assignments:

**A. Reading responses (20 percent):** You will be expected to orally respond to a question posed at the beginning of each of the two class sessions. The questions will be based on the reading that was assigned for the session. You may consult your notes from the readings before you answer the questions, but be sure to put your notes away before you start speaking.

These assignments are designed to reward students who do the reading in advance of class. In addition, they are based on pedagogical research that shows that periodic questioning enables students to retain material better than other methods of studying. If you are interested in this line of research, you might want to read one of the articles by Roediger and associates. Roediger, H. L. and J. D. Karpicke. 2006. "The Power of Testing Memory: Basic Research and Implications for Educational Practice." *Perspectives on Psychological Science* 1(3):181-210.

**B. Response essays (60 percent):** You will be expected to write 4 5- to 7-page response essays to prompts regarding the assigned readings that will be distributed 2 weeks in advance of the due dates. Three of these assignments are due by midnight on the Wednesday of the week specified on the schedule. The fourth essay will be due during the final exam period that is assigned for the class and is to be loosely related to the topic that you chose for assignment C below.

*Revision:* You may revise any two of the three response essays that are submitted during the semester based on feedback that I provide. Your revised papers should be submitted with a memo that details how you have changed the essay to respond to the feedback within two weeks of when you receive the feedback. Your essay grade will be adjusted according to the grade you earn on the revised version.

**C. Annotated scholarly resource and presentation (20 percent):** You will be expected to produce an annotation and presentation of a scholarly article on a topic of your choosing related to globalization. You will be expected to submit three assignments:

- 1) a properly formatted citation of a scholarly resource on globalization,
- 2) an annotation of the resource, and
- 3) a short presentation to the class of the resource.

**Grading Policy**

These are the standards for your overall grade: A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 69-67; D 60-69; F <60. To get a sense of the meaning of these letter grades, please refer to the “Explanation of Grading System” created at the University of North Carolina at Chapel Hill. (<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>)

Late assignments: Assignments will be considered late if they are submitted after the deadline, and will be marked down 10 percent for each calendar day they are late.

Here is the distribution of the grades for the course:

	Percent	Total points	Your points	Your percent
Reading responses (best 20 of 23)	20	200		
Response essays (4 @ 150 pts ea)	60	600		
Annotated bibliography				
#1	5	50		
#2	5	50		
#3	10	100		
	100	1000		

**Attendance Policy**

Students are expected to attend all seminars and are responsible for all material and announcements presented there. If you miss a seminar for any reason, you are responsible for contacting first your classmates and then the professor to find out what was discussed (including

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announcements of or changes to assignments or due dates). You should first check with a classmate before contacting me with specific questions for clarification.

There are no make-ups for the reading responses. I will, however, drop the 2 lowest grades of the reading responses for the calculation of your grade. Do NOT respond to the reading response questions unless you are prepared for class (i.e., unless you have done the required reading).

The two sections of the course are in person in physical rooms on the Vancouver and Pullman campuses. They are connected by Zoom. Therefore, in some cases, you can attend online instead of in-person. But you should check with me before doing so.

### **WSU Reasonable Accommodation Statement**

**“Students with disabilities:** Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations:

<https://studentaffairs.vancouver.wsu.edu/access-center>. Students may also either contact or visit the Access Center in-person to schedule an appointment with our Access Center Coordinator.

Location: Classroom Building, Room 160; Phone: 360-546-9238; Email:

[van.access.center@wsu.edu](mailto:van.access.center@wsu.edu). Pullman contact information is available at:

<https://accesscenter.wsu.edu/contact-us/>. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.”

### **WSU academic integrity statement:**

“Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) on any assignment will receive an F grade for the course, will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards. Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you have questions or wish to appeal a faculty member's decision relating to academic integrity, please see the resources available at <https://communitystandards.wsu.edu/home/>. If you have any questions about the process on the Vancouver campus, please call Eric Scott at 360-546-9530; or on the Pullman campus, please call Karen Metzner, Director of Center for Community Standards, 509-335-4532, or email: [kmetzner@wsu.edu](mailto:kmetzner@wsu.edu).”

For the purposes of this class, violations of academic integrity include (but are not limited to):

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- Copying words from another source without properly indicating that they are someone else's by the use of quotation marks (even if the source is cited);
- Slightly changing or re-ordering words from another source, in other words, improperly paraphrasing (even if the source is cited);
- Copying ideas or words from another source without properly citing them;
- Submitting the same paper for credit in more than one course;
- Submitting material written by someone else as your own;
- Allowing someone else to submit your work as their own.

For a very concise discussion of how to avoid plagiarizing when paraphrasing, read *The Craft of Research* section on “inadvertent plagiarism” (pp. 191-5 in my copy, but different pages in other editions). If you have any questions about any of this, please bring it up for discussion with the class or privately with me during office hours or through email. We can all benefit from more discussion of this topic.

### **Students with Disabilities:**

“Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have such a condition and need accommodations to fully participate in this class, please visit your campus’ Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students connect with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after they have officially requested their accommodations.”

“For more information, contact a Disability Specialist on the Pullman campus: 509-335-3417 [Access Center](https://www.accesscenter.wsu.edu) (<https://www.accesscenter.wsu.edu>) or email at [access.center@wsu.edu](mailto:access.center@wsu.edu)”

### **Accommodation for Religious Observances or Activities**

“Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 – Academic Complaint Procedures.”

### **Emergency Notification System**

“Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the classroom safety page <https://provost.wsu.edu/classroom-safety/>.”

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### **Other random concerns**

If you have a concern about this class, rule 104 of the WSU Academic regulations states: “Students having complaints about instruction or grading should refer them first to the instructor.”

### **Technology policy**

Research has shown that high levels of multi-tasking are bad for focus and concentration. In addition, students who use keyboards during class have been shown to learn less than those who do not. More recent work has shown that even the presence of gadgets is distracting for both the owners and the people around them. My own experience has been that the classroom environment is greatly improved by reducing the use of individual keyboards and screens.

For these reasons, I ask that you close your devices when you are not using them to: 1) access the textbook or 2) participate in class activities.

**Inclement weather policy:** “In the event that an adverse weather event (e.g., snow or ice) or natural hazard that poses a safety risk occurs, you should take personal safety into account when deciding whether you can travel safely to and from campus, taking local conditions into account. If campus remains open and your instructor decides to cancel the face-to-face meeting and substitute an alternative learning activity, you will be notified by your instructor via email or through Canvas within a reasonable time after the decision to open or close campus has been made. Instructions regarding any alternative learning options or assignments will be communicated in a timely manner. If travel to campus is not possible due to adverse regional conditions, allowances to course attendance policy and scheduled assignments, including exams and quizzes, will be made. Students who attempt to gain advantage through abuse of this policy (e.g., by providing an instructor with false information) may be referred to the Center for Community Standards for disciplinary action. If a student encounters an issue with an instructor, the student should first talk with the instructor. If the issue cannot be resolved, the student should follow the reporting violations of policies outlined on the student affairs website.”

NB: Since this class has sections on both the Vancouver and Pullman campuses, we will balance the weather concerns of both campuses. In the event of inclement weather that causes one or another campus to be unsafe, we will move to a digital learning mode. I will notify you if we are moving to that mode the night before.

Preliminary schedule: Subject to change

Note: The assigned readings average 65 pages per week.

Week	Dates	Topic	Reading	Assignments
1	10-Jan & 12-Jan	Introduction	<i>Globalization</i> : Ch. 1-2	
2	17-Jan & 19-Jan	Economy, Polity, and Culture	<i>Globalization</i> : Ch. 3-5.	
3	24-Jan & 26-Jan	Ecology, Ideology, and the Future	<i>Globalization</i> : Ch. 6-8; chapter 5 of <i>Understanding Style</i> (on reserve).	
4	31-Jan & 2-Feb	Covid, Asia	<i>Covid</i> : Introduction, Ch. 2, 4-7	First essay
5	7-Feb & 9-Feb	Covid, Europe	<i>Covid</i> : Ch. 10-13	
6	14-Feb & 16-Feb	Labor market, I	<i>Neutral</i> : Prologue, Ch. 1-2; chapter 7 of <i>Understanding Style</i> (on reserve).	Formatted source
7	21-Feb & 23-Feb	Labor market, II	<i>Neutral</i> : Ch. 3-5	
8	28-Feb & 2-Mar	Covid, themes	Articles assigned in class	Second essay
9	7-Mar & 9-Mar	Covid, Africa	<i>Covid</i> : Ch. 19-21	
<i>SPRING BREAK</i>				
10	21-Mar & 23-Mar	Scholarly works		Presentations from sources
11	28-Mar & 30-Mar	Capital, I	<i>Capital</i> : Ch. 1-2	Annotated source
12	4-Apr & 6-Apr	Capital, II	<i>Capital</i> : Ch. 4; pp. 191-199 of <i>Craft of Research</i> (on reserve).	
13	11-Apr & 13-Apr	Capital, III	<i>Capital</i> : Ch. 5-6	
14	18-Apr & 20-Apr	Covid, themes	<i>Covid</i> : Ch. 22-24, Conclusion	Third essay
15	25-Apr & 27-Apr	Recap and catchup		
16	Finals week			Final paper due