



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2015

SO2690 (A3) GLOBALIZATION – 3 (3-0-0) 45 HOURS

INSTRUCTOR: Alan Segal

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OFFICE HOURS: Wednesdays 14.45 - 15.30. Or by appointment.

PREREQUISITE(S)/CO-REQUISITE: SO1000

REQUIRED TEXT/RESOURCE MATERIALS:

Globalization - Edited by Patrick O'Meara, Howard Mehlinger, Matthew Krain

CALENDAR DESCRIPTION:

This course introduces various aspects of globalization and its impact on our lives at the local, national and international levels.

CREDIT/CONTACT HOURS: 3 Credits / 3 Hours per Week

DELIVERY MODE(S): Class and Group Discussions, Lectures, Film Analyses

TRANSFERABILITY:

UA & AF, UC, UL, AU, Concordia UC, Canadian UC, GMU, KUC

***** Grades of 'D' or 'D+' may not be acceptable for transfer to other post-secondary institutions. Students must be aware it is their responsibility to contact receiving institutions to ensure transferability.**

COURSE OBJECTIVES:

1. Bring a sociological perspective to what is frequently presented as an economic and political undertaking
2. Develop a conceptual, analytical, and challenging perspective on the theories, politics, and undercurrents of social life that generate support and opposition to varieties of globalization.

LEARNING OUTCOMES:

1. Understand 'social construction of reality', and deconstruction, and how these concepts apply to the strategies and tactics of globalizing the world.
2. Learn about which 'world' we visualize when exploring the forces of globalization.
3. Understand in what zones of experience people may embrace or resist globalization. For example, we might be grateful for economic effects of globalization yet be dismayed at changes in social policy, or daily forms of social interaction.
4. The preceding learning outcomes imply comprehension of micro and macro repercussions of globalization. Students will converse and analyze from both contexts.

EVALUATION:

Written assignments for this course emphasize synthesis of ideas from a sociological standpoint, and the best questions you can think of to advance that synthesis. Analysis does not mean just reporting what others have said on a topic. Important as this is, other authors' ideas or conclusions are valuable because they add insight or specific details that help you to ask questions about the topic you have selected. Essays for me are philosophical inquiries that are advanced through your and others' investigations. Deciding what questions are worth raising is an important part of analysis. Conclusions can be valuable but aren't obligatory for any of my assignments.

GRADING CRITERIA:

GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A+	4.0	95 – 100	EXCELLENT
A	4.0	90 – 94	
A-	3.7	87 – 89	FIRST CLASS STANDING
B+	3.3	83 – 86	
B	3.0	80 – 82	GOOD
B-	2.7	77 – 79	
C+	2.3	73 – 76	SATISFACTORY
C	2.0	65 – 72	
C-	1.7	60 – 64	
D+	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

NOTE: On the College's marking grid there is no D-. Therefore no such final mark will be recorded. However, for the course assignments, I will use D- as an additional non-failing mark.

How your grade is calculated?

Assignment 1: Micro Essay

Weight: 33.3%

Assignment 2: Macro Presentation

Weight: 33.3%

Final Exam Assignment

Weight: 33.4%

(Take-Home 'Update' Essay)

Restated: All assignments will be given a letter grade (A to F) corresponding to a numerical score value (4 to 0) as per the grading criteria table shown above. The final grade for the course will be determined by the average of the scores on the multiple choice exams and the final take-home assignment. The following illustrates the determination of how a final course grade is calculated:

Task	Grade	Score	Final score & Grade	
Micro Essay	B	3.0	3.0	
Macro Presentation	B-	2.7		
Final Exam Update Essay	B+	3.3	3.3	
			$(3.0+3.7+3.3)/3=3.33=B+^*$	

*** Please note that your final grade will be based on the two exams and the take-home final exam assignment. However, your grade may go up by at least one letter grade beyond the average of these three assignments as a result of participation as outlined later in this document.**

Micro Essay: Due date - February 9th

Pick one aspect of life in Alberta that glimmers as an illustration of globalization's impact. Identify it, discuss it, do more than describe it. Evaluate the potency of the connection to globalization, and the responses to it in the province. But your primary focus is on its 'local', or micro, characteristics. Pick at least one sociological theory that helps you reflect on the substance and outcomes of what you are writing on. Do not overlook important questioning. This is not an opinion paper. Although not required, I encourage you to work up an outline for this and discuss it with me.

Minimum Length: 1000 words

Macro Presentation: Due Date - March 11th

Choose one aspect of international encounters that illustrates the reverberations of globalization. Your approach will be the same as the Micro Essay's but with a couple of differences. First, it will be a presentation. Second, you will use at least one sociological/globalization theory. This has to be more than a quick overview, so telling us what questions are important to bring forward will contribute valuably to the presentation.

Take-Home Exam 'Update' Essay: Due Date: TBA

In this assignment I am looking for critical intellect and synthesis. Ideally, you will weave together your best thoughts about globalization, and some of the ideas and theories and observations that give perspective on it. A main question, and subsidiary questions that flow from it, are the spine of this essay. For the paper you will choose one chapter from the main text, and research what has developed since the publication date of the book. **Research is necessary. Three academic sources are the minimum expected. You will use Chicago style referencing in the essay itself and in the Works Cited section at the end.**

Minimum Length: 1500 words

***Grammar is important to communicating precise meaning. Therefore, while it will not be valued as highly as content, it will be evaluated and therefore can affect your mark.

******ALL WRITTEN ASSIGNMENTS ARE SUBJECT TO LATENESS PENALTIES OF ONE GRADE LEVEL PER CALENDAR DAY BEYOND THE DUE DATE. A PENALTY WILL ALSO BE APPLIED FOR INSUFFICIENT LENGTH AND NOT SENDING WRITTEN WORK TO ME AS EXPLAINED IN THIS OUTLINE:**

******ALL WRITTEN ASSIGNMENTS MUST BE SENT BY EMAIL, TO MY COLLEGE ACCOUNT:**

asegal@gprc.ab.ca **ALSO, YOU MUST INCLUDE THE WORD 'ASSIGNMENT' IN THE SUBJECT LINE, AND INDICATE WHICH ASSIGNMENT IT IS.**

Discussion Bonus mark:

Every person in the course may (but not necessarily will), receive a bonus mark in increase his/her final grade by at least one letter grade based on a combination of the frequency and quality of the participation. Discussion postings to a Moodle discussion forum also will be considered class participation. You will be eligible for a bonus mark only if you display commitment to the course by reading the books and completing all written assignments. Although attendance is not relevant to the regular assignments for the course, it is important to your eligibility for a bonus mark. Eligibility for the bonus is nullified if you are absent for more than 3 classes.

STUDENT RESPONSIBILITIES:

University courses provide the best intellectual and perhaps social experience, when students arrive prepared for the day's work. My classes are heavily discussion -oriented and therefore require commitment from students.

1. Read assignments.

2. Participate in class conversation about the material.
3. Complete all written work.
4. Indicate on submitted material your name; section and course number; and which assignment is being sent to me.
5. All written work must be sent via email to asegal@gprc.ab.ca You MUST use the word 'assignment' in the subject line.
6. *** Electronic Devices: People who must have contact with others during class time may leave their cell phones on 'vibrate', and leave the room if a response is required. Otherwise, texting or use of phones will result in you having to miss that particular class. Please do not put me in a position of having to do this.

STATEMENT ON PLAGIARISM AND CHEATING:

In an academic setting, presenting others' work as your own is a serious violation. However, referencing articles and books and online academic products do not prevent you from building on their ideas and speculations. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week1 *Introduction to SO2690*

Week 2 *The Clash of Civilizations?*

Class Discussion:

We can describe conflicts in many different ways. What explains Huntington's reference to civilizations?

When he uses the word, what connotations are enclosed in the use? Which civilizations are clashing?

Week 3 ***Jihad vs. McWorld; The Summoning***

Class Discussion:

In what sense might these entries endorse or challenge the premise of civilizational conflict?

Why is Jihad considered the counter-force to corporate dominance of the world?

To what are we summoned?

Week 4 ***Part 3 Introduction, P.91; The Rise of the Region State; The Real New World Order***

Class Discussion:

These readings address the concept of a state. What conceptualizations of the state compete with each other in these chapters?

Does the world require order administered globally? Is this the recommendation?

Week 5 ***The Rise of the Region State; Myth of Global Ethnic Conflict; The Politics of Globalization; Organized Chaos...; Postmodern Terrorism***

Class Discussion:

Identify ideas that weave these sections together, and repel them from each other.

We can't contemplate conflict without correspondingly imagining security. What understandings of security are active in these readings?

Week 6 ***The Rise of Illiberal Democracy***

Class Discussion:

Is this rise linked to the rise of the region state? If so, is the region state destined to be democratic?

Is it destined to be democratic but illiberal?

Week 7 ***International Economics: Unlocking the Mysteries of Globalization***

Class Discussion:

Is globalization mysterious? Can it conceal mysteries but not be mysterious? Is it only international economics that harbor mysteries? Are these forces macrosociological only?

Week 8 ***Sense and Nonsense in the Globalization Debate; Neoliberalism and Globalization***

Week 9 ***The Dawn of the E-Lance Economy***

Week 10 *Four Faces of Global Culture; English Rules; The New Linguistic Order; In Praise of Cultural Imperialism?*

Class Discussion:

What concepts of culture are articulated in these selections? Is the 'order' in these compatible with the 'order' discussed in our previous classes?