

**SOCIOLOGY 2690
INTRODUCTORY SOCIOLOGY OF GLOBALIZATION
WINTER 2004-05**

Instructor: Oswald S. Warner, BSc., MLIR, Ph.D.

Time/Place: Mons. 1-2.20pm
Frids. 11.30am-12.50pm Room: B206

Office Hours: Frids. 1-4.00 or anytime I am in my office
Room: C404
Phone 539-2995
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Prerequisite: Sociology 1000: Introductory Sociology

Description:

This course adopts a global (international) perspective by examining contemporary local, national, and international processes and issues of globalization. It considers sets of global relations, economic, political, social/cultural, technological, and ecological and their profound implications for the dynamics of communities and the identities of their members. A decided focus will be on how these processes impact Canadian economy, society, and polity.

Overview of Course Objectives:

Since Canada, as elsewhere, is very much embedded within this still-emerging global world or to be more apt, this globalizing world, it is subject to profound economic, political social/cultural, technological, and ecological changes. One question we need to address, therefore, is: What are the implications and effects of globalization to Canadian and other world societies? As a result, it seems important to provide perspectives on the emerging shape, nature, and role of Canadian, as well as other, societies, influenced as they are by globalization as well as by their influences on the globalization process itself. This course, then, will provide a global perspective on how to understand the economical, political, social/cultural, technological, and ecological changes within and between world societies.

In addition to acquiring specific knowledge, learners should gain some specific skills in this course. All courses you have been exposed to so far have a built-in bias, as does this course. Having an alternative way to analyze events helps learners to build their critical thinking skills. In this course, we would therefore challenge common assumptions by formulating questions, identifying and weighing appropriate evidence, and reaching

reasoned conclusions.

Thus,

A: the classroom process will be changed into a collective search for analysis and/or solutions to specific problems/issues.

B: learners therefore will engage the material, digest it, think for themselves, and generate the classroom learning.

C: the instructor will facilitate discussion and pose challenging, open-ended questions that invite learners to explore and interpret the material for themselves.

Format:

This course, therefore, will not be taught in the traditional lecture mode whereby instructors take the centre stage: That is, they do most of the talking and provide most of the information and analysis. When the class begins, learners tend to become stenographers, trying rapidly to take in the mass of data and interpretation flowing from the expert instructor. Learners engage in class through their pens and their ears, and if the instructor's monologue is particularly intriguing, this can be a satisfactory experience. But the experience is aimed primarily at the transfer of content from the instructor's mind to learners' note folders (and it is hoped, from there to their cranium). As such, learners only get involved in the act when assignments are required or when the occasional question is directed at them.

This class, therefore, will be taught from a largely critical perspective in order to provide students with an alternative to the structural functionalist perspective that pervades both social discourse and much sociological teaching. This perspective will be new and different to some students. However, you do not have to believe everything you read or hear in this course. But, you do need to learn the perspectives and learn the strengths and weaknesses of the ideas/issues/arguments. Disagreement is therefore welcomed, so long as it is educated disagreement. We all have opinions, but we need to find out how they stack up against social data. Feel free to debate points, but recognize that debates will ultimately be won based on empirical facts, rather than feelings.

Readings:

The readings for this course are contained in three (3) required texts available for purchase at the school bookstore, from a list of supplementary readings on reserve in the library, and from handouts provided by me from time to time.

Klein, Naomi. 2000. **No Logo**, Toronto, ON: Vintage Canada.

O'Meara, Patrick, Howard D. Mehlinger, and Mathew Krain (eds.). 2000. **Globalization and the Challenges of a New Century: A Reader**, Bloomington, IN: Indiana University Press.

Sklair, Leslie. 2002. **Globalization: Capitalism and Its Alternatives** (3rd.), New York, NY: Oxford University Press.

Supplementary, recommended reading material and short handouts.

Extensive use of available video material

Learners are expected to read assigned readings in advance of the dates they are listed for. Generally, readings are a manageable amount for junior classes.

Course Requirements:

Examinations:

- One (1) case study
- Two (2) written take-home exams.
- Final in-class exam.

Individual Participation:

Individual participation grades will be calculated based upon attendance. Attendance is important not only to your final grade but also to your understanding of what is being discussed. Therefore, I will from time to time give simple quizzes (or curve busters) and these would also be used as a measure of attendance, participation, and understanding of course material. However, if an occasion arises that necessitates your absence from class for a day or a period of time let me know in advance. I will arrange with you to go over what you have missed during one of our office hours.

Grade Format

Case Study	10%
Exam 1	25%
Exam 2	25%
Final Exam	30%
Attendance	10%
Total	100%

Course Policies:

Attendance: is important not only to your final grade but also for your understanding of what is being discussed. Therefore, I will from time to time give simple quizzes and these would be used as a measure of attendance.

Reconsideration of Grades:

Students who are not satisfied with their grades have the option of having their paper re-evaluated. However, the following stipulations apply:

- a. Requests for reconsideration must be made within one week from the date that the graded paper was returned.
- b. I will consider your arguments and re-evaluate your paper. The grade will remain the same or it may go up. It will never be reduced **but more times than not it will remain the same.**

Academic behavior:

I take my teaching seriously while respecting the rights of all members of the class. I also expect that you take your learning seriously while respecting the rights of all fellow students as well as the instructor.

This means that there should be no private gossip sessions during lecture/discussion sessions that distract other learners or prevent them from hearing the main discussion going on.

This also means stating your opinions, ideas, and issues in class in a way that does not offend others.

This means being on time, ready to begin class on time, as well as staying through the period.

Academic dishonesty:

You will not present the work of others as your own. Any incident of academic dishonesty or plagiarism will lead to a failing grade.

SYLABBUS

JAN 7: INTRODUCTION AND OVERVIEW OF THE COURSE

JAN 10, 14: CONCEPTUALIZING GLOBALIZATION

Required Reading:

Sklair, Leslie. 2002. *Globalization: Capitalism and its Alternatives*, Oxford University Press, 1-11, 35-48.

Required Reading On Reserve:

Rodrik, Dani. 2000. "Sense and Nonsense in the Globalization Debate" in O'Meara et al, *Globalization and the Challenges of a New Century*, 227-239.

In-Class Reading: Handouts

Hiller, Harry H.. 2000. (4th ed.). *Canadian Society: A Macro Analysis*, Toronto, ON: Prentice-Hall, Canada, 68-70.

Macionis, John J., S. Mikael Jansson, and Cecilia M. Benoit. 2002. *Society: The Basics*, (2nd Canadian Ed.), Toronto, ON: Pearson, 207-208, 220-221.

JAN 17, 21: ECONOMIC DIMENSION OF GLOBALIZATION
24, 28

GLOBAL CAPITALISM, TRANSNATIONAL CORPORATIONS, AND GLOBAL URBAN CITIES

Jan 17, 21: Global Capitalism and Transnational Corporations

Required Readings:

Klein, Naomi. 2000. *No Logo*, Toronto, ON: Vintage, xiii-xxi, 129-164.

Sklair, Leslie. 2002. *Globalization: Capitalism and its Alternatives*, Oxford University Press, 48-83.
Beginning at The Class Polarization Crisis.

Jan 24, 28:Global Urban Cities

Required Readings:

Sklair, Leslie. 2002. ***Globalization: Capitalism and its Alternatives***, Oxford University Press, 86-87.
Beginning at The Physical Spaces of Transnational Practices.

Required Readings On Reserve:

Feagin, Joe R. and Michael Peter Smith. 1987. "Cities and the New International Division of Labor: An Overview" in Joe R. Feagin and Michael Peter Smith, ***The Capitalist City: Global Restructuring and Community Politics***, New York, NY: Basil Blackwell Inc., 3-33.

Timberlake, Michael. 1987. "World System Theory and the Study of Comparative Urbanization" in Joe R. Feagin and Michael Peter Smith, ***The Capitalist City: Global Restructuring and Community Politics***, New York, NY: Basil Blackwell Inc., 37-65.

JAN 31: CASE STUDY GIVEN OUT AND DISCUSSED

FEB 7: CASE STUDY DUE

GLOBAL CAPITALISM AND LABOR

Required Reading: Feb. 4,7

Klein, Naomi. 2000. ***No Logo***, Toronto, ON: Vintage, 195-229.

Sachs, Jeffrey. 2000. "International Economics: Unlocking the Mysteries of Globalization" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 217-226.

Sklair, Leslie. 2002. ***Globalization: Capitalism and its Alternatives***, Oxford University Press, 89-95.
Beginning at Economic Transnational Practices.

Sklair, Leslie. 2002. ***Globalization: Capitalism and its Alternatives***, Oxford University Press, 121-135.
Beginning at Economic Transnational Practices in the Third World.

Required Reading On Reserve:

Ong, Aihwa. 2000. "The Gender and Labor Politics of Postmodernity" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 253-281.

Sassen-Koob, Saskia. 1984. "Notes on the Incorporation of Third World Women into Wage Labor Through Immigration and Offshore Production," ***International Monetary Fund*** 18, 4: 1144-1167.

Required Reading: Feb 11,14,18

Klein, Naomi. 2000. ***No Logo***, Toronto, ON: Vintage, 231-278.

Sklair, Leslie. 2002. ***Globalization: Capitalism and its Alternatives***, Oxford University Press, 89-95.
Beginning at Economic Transnational Practices.

FEB 11: EXAM 1 GIVEN OUT

FEB 18: EXAM 1 DUE

FEB 21-25: FAMILY DAY & READING WEEK

**FEB 28, SOCIAL DIMENSION OF GLOBALIZATION
MAR 4,7**

Required Reading On Reserve:

Elliot. J. L.. 1979. "Canadian Immigration: A Historical Assessment" in Jean Leonard Elliot (ed.), ***Two Nations, Many Cultures: Ethnic Groups in Canada***, Scarborough, Ontario: Prentice-Hall, 160-172.

Elliot, Jean Leonard and Augie Fleras. 1990.
"Immigration and the Canadian Ethnic Moasic" in Peter S. Li(ed.), ***Race and Ethnic Relations in Canada***, Toronto: Oxford University Press, 51-76.

Glick Schiller, Nina, Linda Basch, and Cristina Blanc-Szanton. 1992. "Towards a Definition of Transnationalism: Introductory Remarks and Research Questions," in Nina Glick Schiller, Linda Basch, and Cristina Blanc-Szanton (eds.), ***Towards a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconstructed***, New York: New York Academy of Sciences 645: ix-xiv.

Lam, Lawrence and Anthony H. Richmond. 1995. "Migration to Canada in the Post-War Period," in Robin Cohen (ed.), ***The Cambridge Survey of World Migration***, New York, NY: **Cambridge University Press**, 263-270.

Linden, Eugene. 2000. "The Exploding Cities of the Developing World" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 406-415.

MAR 11, 14, 18: CULTURAL DIMENSION OF GLOBALIZATION

Required Reading:

Berger, Peter. 2000. "Four Faces of Global Culture" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 419-427.
1-27.

Drohan, Madeline and Alan Freeman. 2000. "English Rules" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 428-434.

Fishman, Joshua A.. 2000. "The New Linguistic Order" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 435-442.

Rothkopf, David. 2000. "In Praise of Cultural Imperialism?" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 443-453.

MAR 18: EXAM 2 GIVEN OUT

MAR 28: EXAM 2 DUE

APR 1,4,7: THE CULTURAL WAR

Required Reading:

Barber, Benjamin R.. 2000. "Jihad vs McWorld" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 23-33.

Huntington, Samuel P. "The Clash of Civilizations?" in O'Meara et al, ***Globalization and the Challenges of a New Century***, 3-22.

Required Reading On Reserve:

Church, Kenneth. 2002. "Jihad" in John Collins and Ross Glover (eds.), ***Collateral Damage: A User's Guide to America's New War***, New York, NY: New York University Press, 109-124.

Collins, John. 2002. "Terrorism" Church, Kenneth. 2002. "Jihad" in John Collins and Ross Glover (eds.), ***Collateral Damage: A User's Guide to America's New War***, New York, NY: New York University Press, 155-174.

Llorente, Marina A.. 2002. "Civilization versus Barbarism" in John Collins and Ross Glover (eds.), ***Collateral Damage: A User's Guide to America's New War***, New York, NY: New York University Press, 39-51.

Renold, Leah. 2002. "Fundamentalism" in John Collins and Ross Glover (eds.), ***Collateral Damage: A User's Guide to America's New War***, New York, NY: New York University Press, 94-107.

APR 11: (SESSIONS FOR MATERIAL NOT COVERED TO DATE) AND SOCIAL MOVEMENTS

Klein, Naomi. 2000. ***No Logo***, Toronto, ON: Vintage, 279-325.

Sklair, Leslie. 2002. ***Globalization: Capitalism and Its Alternatives*** (3rd.), New York, NY: Oxford University Press, 53-57, 272-298.

APR 16-26: FINAL EXAMS DATE TO BE DETERMINED

GRADE COMPILER

A: Attendance

Date	Grade
Total	

B: Exams and Group Report

FINAL GRADES

Date	Grade	Totals	100
Exam 1		Attendance	
Exam 2		Exams	
	Total	Total	

GRANDE PRAIRIE REGIONAL COLLEGE GRADING PROCEDURE

Alpha Grade	4-Point Equivalence	Percentage Equivalence	Descriptor
A+	4.0	96-100	OUTSTANDING
A	4.0	91-95	EXCELLENT
A-	3.7	86-90	FIRST CLASS STANDING
B+	3.3	81-85	
B	3.0	76-80	
B-	2.7	71-75	GOOD
C+	2.3	66-70	SATISFACTORY
C	2.0	61-65	
C-	1.7	56-60	
D+	1.3	51-55	MINIMAL PASS
D	1.0	46-50	
F	0.0	0-45	
			FAIL

NB: D+ and D do not (normally) transfer to ANY Alberta University (AU is sometimes an exception).