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(*always copy Eliz when e-mailing me*)

Fall 2008

**SOCY 150.003 – Global Sociology**  
Mondays & Thursdays, 2:10-3:25 PM, Ward 107

Global Sociology is a course designed to apply sociological knowledge and learn and utilize a sociological perspective—or what C. Wright Mills called “the sociological imagination.” A sociological imagination presumes that we think beyond ourselves and place ourselves into a larger, active and ever changing world. However, unlike most sociology courses, where the “I” is rarely acknowledged, here, we turn the I (or eye) back on the person “doing” the studying, or the site from where we do the observing (in this case, Washington, DC). Thus in this class, the emphasis is not on each of us, but it is also not about the exclusion of ourselves from the world: theoretically, as well as empirically, we are social beings (gendered, racialized, and situated by class, for example) and the clearer we are about the space we occupy, and impact we have in the world, the better we can act upon its change and revitalization.

For some of you, Global Sociology is the first out of a two-course requirement in the General Education (Gen Ed) Program curriculum. As one of four foundation courses in Cluster 1 (“Institutions”) of Curricular Area 4 (“Social institutions and Behavior”), there are a number of second-level courses you could take after this semester in order to complete these requirements (such as SOCY 210G- Inequality: Class, Race, Ethnicity). For more information on the Gen Ed Program, refer to their curricular areas at: <http://american.edu/academic.depts/gened/curric.htm>.

This course is centered on the understanding of how social inequalities affect world societies, and aims at illustrating the negative impact of globalization—not just the uncritical discussion of how beneficial it is to (some) countries (and corporations). As such, it complements the Department of Sociology’s emphasis on *Race, Gender, and Social Justice*.


Indeed, this class has three inter-related learning components: (1) to share basic knowledge on sociological concepts, as well as methods and theory, (2) to begin to establish a comparative angle between the United States and other countries through sociological topics, and (3) to introduce and apply the concept of globalization to the study of sociology. As the semester develops, we “move” through these components, back and forth, but also, building upon each other.

As a University located in the US Capital, it is imperative to study the globe in relationship to the US, but also to study global issues in local contexts. Washington, DC offers us a microcosm of some of the issues relevant to global sociology and as such, we will move discussions with examples from the local, to the national, and international, to the global (and back). Some of the articles and exercises are based on understanding the world from the standpoint of the social inequalities in DC, US society, and the world. These “moves” are also reflected in thinking of individual troubles and social issues, and the relationship between one’s own place in the world, our analysis of it, and our quest for change at local, national, and global levels. Local volunteer activities are highly encouraged as part of engaging with global issues.

**Campus Resources for Community-Based Learning.** This course encourages the application of the knowledge and skills you will learn in class to “real-life” issues and concerns. This process is commonly called “community-based learning” or “service-learning.” In addition to deepening the student learning experience, this approach provides much-needed support to nonprofit organizations and schools that serve local communities and develops partnerships between AU and the city.<sup>1</sup>

**Required text:**

Ferrante, Joan. 2006. Sociology: A Global Perspective, 6<sup>th</sup> ed. Thomson.

 Note that many additional readings are available in the electronic reserve library, accessed through Blackboard and identified by this symbol.

Some of the **learning goals** of this class are to:

- Learn sociological concepts, theories, and methods and apply them appropriately
- Expand critical thinking to use a sociological lens in understanding various issues
- Use theoretically-sound sociological frameworks to explain local/national/world phenomena
- Interconnect seemingly independent factors in World economy, politics, and culture – that is, move into an analysis that connects the global through various layers and topics
- Organize and collaborate in preparing a presentation on material for discussion
- Write an academic paper with proper citations (develop/strengthen research/writing skills)

The **course requirements and grade percentage** is:

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| 1. Attendance/participation (includes class exercises/discussions and unannounced quizzes) | 20 % |
| 2. Group debate/presentations (planned early on in the semester)                           | 20 % |
| 3. Reaction papers: 1 ‘methods’ essay, 2 movie reviews, 1 website reaction paper           | 20 % |
| 4. Proposal, final paper   | 10 % |
| 5. Final paper (proposing to study a global issue) (scheduled for Dec 8, 2:10 PM)          | 30 % |

REQUIREMENT	DUE	GRADE %	LINKED TO COURSE GOAL(S):
Attendance/participation	Ongoing	20 %	Expand thinking on sociological lens; use frameworks...
Group Presentation	Wks 3-7	20 %	Collaborate and prepare presentation for debate/discussion
Reaction papers	Various	20 %	Interconnect seemingly independent factors; expand thinking
Final paper proposal	Wk 10	10 %	Learn to apply sociological concepts & theories
Final paper	Finals	30 %	Develop/strengthen research/writing skills
<b>TOTAL -&gt;</b>		<b>100 %</b>	

<sup>1</sup> AU’s Community Service Center, located in Mary Graydon 273, can help you explore how and where to incorporate a service-learning project into this course. The Community Service Center is a resource center for a variety of service-related efforts at AU. Office staff can help you identify which DC-area organizations would be a good match for the topic or issue you are pursuing. They have binders with information on hundreds of area nonprofits and sector handouts in various thematic areas (e.g. Women and Gender Volunteer Sites, Housing and Homeless, Race and Ethnicity, Youth Development, and others) as well. **One flexible and manageable option is the Community Service Learning Project (CSLP) which allows students to earn an additional credit when they relate volunteer work to an established three-credit course by way of a project, product, or service. The CSLP entails 40 hours of service during the course of the semester at one nonprofit site.** For more information about AU’s service-learning programs, contact Marcy Fink Campos (mfcampos@american.edu) or phone (X 7378). You can also stop by the Community Service Center to see their resources or go to their website at [www.american.edu/volunteer](http://www.american.edu/volunteer).

**Here is a breakdown of these requirements. Additional information is attached to the syllabus.**

**Attendance** and **participation** are expected of all students every time the class meets. *Missing class, leaving early and arriving late will result in a grade reduction.* Your class work is your responsibility, and if you miss several classes, even with the assistance from others, your grade will suffer. Three (3) or more *unexcused* absences (an excused absence needs to be determined by me) *will initiate a process of point discount out of your grade.* Similarly, active participation and understanding of the readings could be beneficial to those whose grade borders between grades. In addition, **unannounced quizzes** will test your keeping up with the class readings throughout the semester.

**Please note:** *Readings must be completed by the date that they appear on the syllabus*

**Office hours** are scheduled for your benefit. They help me (and Eliz, the class Teaching Assistant) get to know more about your academic needs, and help you with potential clarifications on course material and assignments. *Office hour visits also count toward your attendance and participation.*

The collaboration of several of you (ideally 6 per group) in the **group presentations** and preparation of a debate is based on an additional reading. You are expected to identify a reading of your interest and sign up for that group the very first week of class. You are expected to contribute to a group presentation that will both summarize the arguments in this source, and extend them by soliciting discussion or presenting points for debate in class. You must collaborate in the assignment; debriefing and other methods of assessing balanced participation will be utilized.

The **'methods' reaction paper, movie reviews, and website reaction paper** are each 5 % of your grade. These are 2-3 page essays either discuss your reaction to the use of methods in questionable ways, tie two movies that we will see in class to the ideas in already assigned readings/chapters, or discuss website statements on particular social constructions. Note that all assignments include some class reading, you must weave in a discussion of the reading in relation to the film or website.

The 2 page **final paper proposal** is a needed element to help you focus on your final paper. It is intended as a step in narrowing your interests, make sure that those fit within the parameters of the class, and allow for some feedback before you fully engage the paper.

The 8-10 page **final paper** will be an initial exploration of an issue of your choice. Since the class will draw from examples of issues faced in DC to illustrate globalization processes inherent in any local area of the world, you can think of a topic for a research paper that could pay attention to some of the issues faced by the people in the District of Columbia, but it is not required. The paper should address the theoretical and methodological assumptions of your idea for a small research project. Given that this is the first of a two core-courses in the program curriculum, writing about a project you really care about will speed up your thinking for a potential project in the sequence second class.

*I do not accept emailed papers, I will only accept a hard copy (in class) the day a paper is due.*

In fairness to all students who turn in their work on time, **written assignments** must be turned in when class starts, that is, at 2:10, and NOT at 3:25 PM; written assignments turned in at the end

of the class time will suffer a deduction of several points. *For each hour after a paper is due, the grade will suffer a 5 point deduction from its highest possible grade - depending on its quality.*

There are a few **electronic** and **technology-related** ways of communicating. Blackboard may serve as a forum to discuss aspects not fully covered in the classroom (and upon class interest). You can communicate with me via email or at our office hours; in fact, you must make sure your email address is correct and that we can readily contact you via email if need be.

The performance for this class will be measured using this **grade system**:

- A Excellent – Fulfills each course requirement thoughtfully, using strong analytical skills. *A grade of an A demonstrates **superior** work both in its written and oral components.*
- B Very Good – Fulfills course requirements with not as strong of an analytical component, but excellent quality work in either its written or oral component.
- C Satisfactory – Fulfills course requirements at a satisfactory minimum.
- D Unsatisfactory or incomplete work – Assigned work is not satisfactory or not completed as stipulated in the course deadlines. This also applies when failing to meet minimum attendance requirements.
- F Failure to meet minimum course requirements – This includes class participation and written and oral course requirements, as well as attendance.

An incomplete grade is not possible in this course other than for *documented* reasons of health or emergency. It is **very unlikely** that you will get an incomplete in this class.

If you think you may have disability-related needs, please talk with me promptly about accommodations to support your learning. AU provides a wide range of services for students such as the Academic Support Center (243 Mary Graydon Center, 885-3360, [www.american.edu/ocl/asc/index1.html](http://www.american.edu/ocl/asc/index1.html)); the computer services/technology (<http://www.american.edu/technology/sites/helpdesk/content.cfm?id=104>); Counseling Center (214 Mary Graydon, 885-3500, [www.american.edu/ocl/counseling/index1.html](http://www.american.edu/ocl/counseling/index1.html)); Disability Support Services (206 Mary Graydon, 885-3315, [www.american.edu/ocl/dss/index1.html](http://www.american.edu/ocl/dss/index1.html)); the International Student Services (410 Butler Pavilion, 4<sup>th</sup> Fl, 885-3350, <http://www.american.edu/ocl/iss/>); the Writing Center (228 Battelle-Tompkins Hall, 885-2392, [www.american.edu/cas/lit/writing\\_center/](http://www.american.edu/cas/lit/writing_center/)) & Writing Lab (243 M. Graydon 885-2991 <http://www.american.edu/ocl/asc/writingsupport/Aboutus.html>).

Please take note of the **academic integrity** code to which you are in agreement by registering every semester and as part of your acknowledgment of general registration policies (<http://www.american.edu/american/registrar/AcademicReg/New/reg80.html>). Aspects covered in the academic integrity code include plagiarism, dishonesty in examinations, papers, or copyright violations. *You must know I take these violations seriously; students guilty of such behavior must be prepared to face charges based on those violations.*

**A note about religious/spiritual celebrations:** The syllabus shows celebrations (from different faith traditions—at least those that are recognized as such by the University) that take place close to our class time. Celebrations that do not generally impact our class time are not listed on the syllabus (especially those that start at sundown, since our class meets early in the afternoon). Please see me if your religious beliefs are in any way compromised on any given day.

The following is the **schedule of classes** broken down by day (which could be revised):

**Part 1: The placement of sociology as global: sociological theories and methods**

- Aug 25 Introduction to the course, requirements, etc.  
Why Global Sociology? Where does sociology fit within the basic tenets of science? How do we link this to social change? How am I a part of a larger social milieu? Can *I* change things in the world? [Distribute *Project South* Timeline]  
  
Invited Speaker: Marcy Campos, Director, Community Service Learning
- Aug 28 Chapter 1, Ferrante: The Sociological Imagination (in a Global Context)  
  
📖 Additional Reading: Sassen, Saskia. 2007. "Introduction" and "Elements of a Sociology of Globalization," Pp. 3-44 in *A Sociology of Globalization*. WW Norton & Co.
- Sept 1\* **Labor Day, no class**
- Sept 4\* Short movie on ethics and methods: *The Stanford experiment* [VHS 3789] (50 mins.)
- Sept 8 Speakers: Shoshanna Sumka, Global and Community-Based Learning Program Coordinator  
Robin Adams, Assistant Director, Community Service and Director, DC-Reads  
  
[Have small groups discuss presentation ideas, after having read their articles/chapters]  
  
▶ **Reaction paper: on methods (based on the Stanford Movie, and methods reading) due Sept. 8**  
▶ **Last day to drop a course with 100% refund - September 8, 2008**
- Sept 11 Chapter 2, Ferrante: Theoretical Perspectives and Methods of Social Research (Mexico)
- Sept 14 📖 Stratton, J. 1987. "Sociology and the Category of Culture: The Problem of Specificity." (*Australian/New Zealand Journal of Sociology (ANZJS)* 23, 2: 246-260.  
  
▶ **Outline: [in draft form], group presentations, due Sept. 14**  
▶ **Last day to drop a course with 50% refund - September 15, 2008**
- Sept 18 Chapter 3: Culture (North/South Korea)  
  
[Group 1] 📖 Roe, Keith; Gust de Meyer. 2000. "*One Planet, One Music? MTV and Globalization.*" In Global repertoires: popular music within and beyond the transnational music industry.
- ▶ **Last day to drop a course with 25% refund - September 22, 2008**

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\* *Ramadan* [Islam] religious observance [Sept. 1-30 – with (what seems to be) no direct impact on the class]

\* Today is *Shri Krishna Janamashtami* [Hindu/Vedic celebration].

## **Part 2: Understanding social norms through symbolic interaction (and social control)**

Sept 22 Chapter 4, Ferrante: Socialization (Israel, the West Bank, and Gaza)

[Group 2] 📖 Peteet, Julie. 2002. "Male gender and Rituals of Resistance in the Palestinian Intifada: A Cultural Politics of Violence." In The Masculinity Studies Reader, Rachel Adams, David Savran, eds.

Sept 25 Chapter 5, Ferrante: Social Interaction and the Social Construction of Reality (Congo)

[Group 3] 📖 Essary, Elizabeth Hene. 2007. "Speaking of Globalization: Frame Analysis and the World Society." *International Journal of Comparative Sociology*, 48, 6: 509-526.

Sept 29 Chapter 7, Ferrante: Deviance, Conformity and Social Control (China)

[Group 4] 📖 Mathur, Shubh. 2006. "Surviving the dragnet: 'special interest' detainees in the US after 9/11," *Race & Class* 47, 3: 31-46.

## **Part 3: Institutions, social stratification, and social identities in context**

Oct 2 Chapter 8, Ferrante: Social Stratification (poorest and richest countries)

[Group 5] 📖 Gibson, Kean. 2006. "The Dualism of Good and Evil and East Indian Insecurity in Guyana," *Journal of Black Studies* 36, 3: 362-81.

**[All groups have completed their presentations by now]**

In preparation for next week's class, study *how social scientists conceptualize "race:"* Evaluate (1) the American Anthropological Association's (AAA) stand on the use of race <http://aaanet.org/stmts/racepp.htm>; and (2) the American Sociological Association's response to AAA [http://asanet.org/galleries/default-file/asa\\_race\\_statement.pdf](http://asanet.org/galleries/default-file/asa_race_statement.pdf)

Oct 6 Discussion of two documents—be prepared to debate the issue in class

📖 Additional Reading: Murji, Karim, 2007. "Sociological Engagements: Institutional Racism and Beyond." *Sociology*, 41, 5: 843-855.

► **Reaction paper: Discuss pros/cons of web sites' arguments, using Murji's article –Due Oct 6**

Oct 9 Chapter 9, Ferrante: Race and Ethnic Classification (US)

📖 Additional Reading: Klor de Alva, Jorge; Earl Harris; and Cornel West. 1998. "Our Next Race Question: The Uneasiness between Black and Latinos." Pp. 180-9 in *The Latino Studies Reader: Culture, Economy, and Society*, ed. by Antonia Darder and Rodolfo D. Torres. Blackwell Publishers.

Oct 13 Chapter 10, Ferrante: Gender (American Samoa)

Oct 16 **Added Topic:** *The Politics of Sexuality*

📖 Rubin, Gayle. 1984 [1993]. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In Pleasure and Danger: Exploring Female Sexuality, Carole Vance, ed. (Reprinted in The Lesbian and Gay Studies Reader.)

Oct 19 Film: *South Seas Sisters: The Fa'afafine and Fa'afatama of Samoa* (and discussion)

Oct 23 Chapter 13, Ferrante: Population and Urbanization (India)

► **Review of South Seas Sisters (using Chapter 10 and Rubin's work) due Oct 23**

► **Last Day to Drop a Course – Oct 24, 2008**

**Part 4: Globalization's effects: forced migration, war, colonization, and militarization**

Oct 27 Watch: *Venezuela Bolivariana: People and Struggle of the 4<sup>th</sup> World War*.  
Produced by a group called *Calle y Media* (www.calleymedia.org).

Oct 30 Discussion of the film *Venezuela Bolivariana*  
Panel with Venezuela Alternative Break students led by Shoshanna Sumka,  
Coordinator, Global and Community-Based Learning Program

Nov 3 📖 Additional Reading: Parreñas, Rhacel Salazar. 2001. Chapter 7: "The Dislocation of Nonbelonging: Domestic Workers in the Filipino Migrant Communities of Rome and Los Angeles." Pp. 197-242 in *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford University Press.

Nov 6 Film: *Life and Debt* (Jamaica) (first part)

Nov 10 Film: *Life and Debt* (Jamaica) (second and last part)  
Brief discussion about the film

Nov 13 [Handout] Additional Reading: Kincaid, Jamaica. 1988. *A Small Place*. (Selections)

Nov 17 📖 Lundskow, George. 2008. "Chapter 9: Religion and the Forces of Globalization." Pp. 341-373 in *The Sociology of Religion: A Substantive and Transdisciplinary Approach*. Pine Forge Press.

► **Review: of Life and Debt, using Kincaid's reading, due Nov 13**

Nov 20 📖 Additional Reading: Ahmad, Muneer. 2002. "Homeland insecurities: Racial violence the day after September 11." *Social Text*, 72, 101-115.



## **PROPOSAL, FINAL PAPER**

In two pages, you are required to provide a general inquiry (or research question), what constitutes your use of data sources, and the types of literatures you will need to review in order to address this research question. I would like for you to also include general assumptions about what you think the issues are, and subsequently, the kind of findings expected. You will need to write and then significantly edit, as this is a double space paper.

## **FINAL PAPER**

Using *class readings* (a minimum of 5 but ideally 7-8 sources), you will prepare an individual (that is, without collaboration with others) 10 page paper that will show a clearly developed research idea on a topic or subject matter related to global matters. We can discuss the parameters and your goals on a case-by-case basis and during office hours. Do know I intend to make the topic be open to your interests, but I would like to know of and approve, through the proposal process, office hours, and email communication, your expected topic.

There are at least two forms of writing this paper:

1. *Focusing on a local issue—and how it reveals larger global patterns.* You might study a local NGO, a local community/neighborhood and its needs, or explore the challenges of the local government, and demonstrate how those reveal larger globalization patterns. Topics could include the environment, food and the related industries, the presence of the military, or the arts and their expression of current cultural matters. This option may lead you to further explore race, gender, and social justice aspects (or inequality and stratification), if that is your interest.
2. *Focus on a global aspect related to the imposition, consumption, expansion, or resistance to forces of globalization.* You may choose to take on a concept discussed in class on some aspect of globalization (such as technology, migration, health care, religion, economics, political systems, or the like), and further that analytical aspect as initially developed in some of the class readings. This type of paper focuses more on theoretical ‘shortcomings’ from the class readings, by making the literatures speak to each other, as well as proposed or added frameworks in order to better address, or understand, a social issue of global significance.

Please see me (or Eliz) to discuss these options further, or if you have any questions.