

## Department of Sociology

### SOC 3410-001- Globalization: The Good, the Bad, and the Ugly

Fall 2020

<b>Instructor:</b> Dr. Lazarus Adua	<b>Pre-Requisites:</b> None
<b>Office:</b> 314 S BEH	<b>Credit Hours:</b> 3
<b>Office:</b> Wednesdays, 11:00AM-NOON PM (Via Zoom or FreeConference.com)	<b>Semester:</b> Fall 2020
<b>Email:</b> lazarus.adau@soc.utah.edu	<b>Meeting Days:</b> Online
<b>Phone:</b> (801) 581-6153	<b>Meeting Times:</b> Online (Asynchronous)

#### Course Description

##### Overview

This course explores the processes, causes, and consequences of globalization in its varied forms: economic, political, cultural, and social. Topics to be considered include the expansion and intensification of a capitalist world economy; the rise and diffusion of national states, together with the creation of an interstate system; the emergence, content, and impact of a common “world culture”; and the dynamic relationship between globalization and social movements. The course will encourage students to think critically about globalization: to assess its potential benefits for societies as well as the social problems it generates. The course is organized into four modules aligning well with the varied forms of globalization identified above. The Modules are: economic globalization; political globalization; cultural globalization; and social globalization.

##### Objectives

By the end of the course students should be able to:

1. define and conceptualize the notion of globalization;
2. identify and critically assess the varied dimensions of globalization (economic, political, cultural, and social);
3. identify and assess the potential and documented benefits (i.e., positive consequences) of globalization to society; and
4. identify and assess the social problems associated with globalization (i.e., negative consequences), such as social and economic inequality, environmental degradation, civil unrest and populism, the negative consequences of cultural globalization on indigenous cultures.

##### Required Reading Materials

1. Scholte, Jan Aart. 2005. *Globalization: A Critical Introduction*, 2nd edition. Palgrave, 2005 ISBN 0-333-97702-5. (Amazon: Ebook, \$13.32-\$47.97; \$28.07-\$44.18) - All area
2. Zammit-Lucia, Joe and David Boyle. 2018. *Backlash: Saving Globalization from Itself* (Amazon: \$4.0 Kindle; \$14.99 Paperback) –Economic

3. Pieterse, Jan Nederveen. 2019. *Globalization and Culture: Global Melange*, (Amazon: Used, \$4.0; New, from \$14.0; Ebook, \$26.99; Hardcover, \$49.81-62.26) (Fourth Edition)
4. Journal articles and book excerpts and chapters provided under each week.

### Teaching and Learning Method

This course involves a variety of teaching and learning methods: traditional lectures, group work, instructor-led discussions, student-led discussion (AKA flipped classes), and watching and reviewing relevant short videos. Students are expected to be active participants in their own learning: they must review and prepare on the required materials and the associated course-related activities, including those available on canvas. Here is what each student should do at the beginning of and during each week:

1. Review the course schedule for tasks expected and due dates;
2. Read the assigned materials for the week and watch any videos assigned;
3. Summarize key concepts, principles or theories on index cards and how they can be applied in or outside of the class (students will post these to a designated page on canvas);
4. Complete and submit any assignments/tasks due during the week;
5. Come to class during each class period (or log into Canvas) ready to participate effectively in the day's or week's discussion; and
6. Prepare to lead a class discussion, if it is your group's turn (see more details below).

## General Education: International Learning

Successful completion of this class with grade of C- or better satisfies the Upper Division International Learning (IR) general education requirement. As an approved IR general education course at the University of Utah, SOC 3436 will provide students a broad base of knowledge about global issues, perspectives, and integration in a comparative context by exploring big questions both contemporary and enduring. It will introduce students to international frames of reference so that they may think critically about long-standing and newly emerging international issues. These courses will help students accept and appreciate the interdependence of nations and the viewpoints of other nations from the economic, political, cultural, and social frames. Additional general education outcomes this course speaks to are described below.

### Specific Learning Outcomes & Assessments for **Intellectual and Practical Skills**

1. *Critical Thinking*: The Association of American Colleges and Universities (AACU) defines critical thinking as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” The entirety of this course is dedicated to getting students to comprehensively explore globalization in its varied economic, political, cultural and social dimensions, making sure to consider all sides and arguments. A key requirement in the course is that conclusions or opinions that students offer as part of a written assignment or class discussions must be based on reasonable consideration of all the facts and arguments accessible to them. *Assessment*: Several critical reading response papers and a term paper that comprehensively examines how globalization and its processes have shaped a local social issue (e.g., social problem or social benefits) or the perils and benefits of globalization to a given social group in the United States. A good response or term paper will be one that carefully considers all the facts and arguments associated with the task.
2. *Written Communication*: The AACU characterizes written communication as “the development and expression of ideas in writing.” Over the course of the semester, students will develop and express their viewpoints and ideas in writing. Besides the nearly weekly quizzes online and the in-class discussion, all other assignments will be in written form. For the first written assignment in the class, students will be required to seek feedback on their initial drafts from the University of Utah Writing Center, the goal being that it will prepare them to do a better job in the subsequent written assignments. *Assessment*: Several written response papers, a final term paper, and a *gains* memo (see descriptions below)

## Specific Learning Outcomes & Assessments for **Personal & Social Responsibility**

1. *Ethical Reasoning*: The AACU defines ethical reasoning as “reasoning about right and wrong human conduct.” Over the course of the semesters, students will be held to the academic standard of not appropriating others’ intellectual property or idea as their own, especially since this course entails a significant amount of writing. By the conclusion of the class, students will appreciate why not properly acknowledging sources is wrong or why it is right to properly acknowledge intellectual property owners or the sources of information in all forms of academic writing. All written assignments must meet the standards for avoiding plagiarism as established by the University. As an instructor, my goal ultimately will be for them to come to see proper acknowledgment of sources and intellectual property as a foundational code of ethic in academia. *Assessment*: All written assignments (reading response papers and final term paper) will be assessed against the ethic of not plagiarizing others’ ideas and/or writings.
2. *Foundations and Skills for Lifelong Learning*: This course will train student to critically question and assess whatever information or ideas put before them. This will help set them up for a lifelong approach of learning that is not uncritical of information or ideas placed before them. This will help contribute to the lifelong learning aim of “improving knowledge, skills, and competence” (AACU). *Assessment*: The approach to learning described here is baked into all the written assignments students are required to complete over the course of the semester.

## Assessment

### Required Tasks/Assignments

Learning and participation will be assessed in five way: quizzes, attendance and class participation, reading response papers, a term paper, and a one-page *gains* memo.

1. *Quizzes (240 points)*: Over the course of the semester, students will complete a total of 13 quizzes, each worth 20 points (240 points total after one quiz is dropped from the final grade). Each quiz is tied to the reading material of the week it is assigned. These quizzes are designed to encourage students to engage with the assigned readings. They will test understanding of key concepts, principles, and theories as well as how they are applied to issues in and outside of the class. Each quiz will be available for about a week, closing 24 hours after the last class session of the week it is assigned. At the end of the semester, each student’s lowest quiz score will be dropped. ***The quizzes retained will collectively be worth 20% of a student’s final grade.***
2. *Participation (200pts)*: Students are required to participate fully in all class discussions. Students must spend time each week reading the required materials and taking hand-written notes of the key points. Students will be required to upload ten of these notes to designated pages toward end of the semester (10 points each). Students will not know which notes they will be asked to upload until about 48 hours before they are due. My hope is that these notes will prepare students to participate effectively in class discussions. In addition, students will work in small groups to lead discussion of some of the readings (100 points). To lead the class, a group:
  - i. read the assigned materials;
  - ii. review any other materials and video related to discussion the group will lead;
  - iii. prepare a summary of the readings, no more 1.5 pages long (Font 11 or 12 Times New Roman, 1.5 spacing);
  - iv. upload the summary to Canvas on the Monday of the week the group is scheduled to lead discussion;
  - v. post questions on a discussion page and lead students in the discussion over the week;
  - vi. Note: All other students must participate in the discussion.***Participation is worth 20% of your final grade***
3. *Reading Response Papers (250pts)*: Students will complete five reading response papers (RRP) over the course of the semester, one per each module of the class. In the first paper, RRP I, students will rely on the assigned readings to develop a concise explanation and conceptualization of globalization and the history that underlie it. This paper will entail students being able to assemble information from the various materials

assigned for Module I (Weeks I & II) and/or additional ones from other sources to produce the paper required. RRP II-V will entail students developing critical responses to all or a good number of readings assigned to the modules they are each associated with (RRP II=Module II; RRP III=Module III; RRP IV=Module IV; and RRP V=Module V). The response will properly cover the key principles, concepts, and theories in the reading materials as well as offer thoughts about how these can be applied in and/or outside the class. Students must seek advice from the writing center for the first RRP. RRP's will be no more than 2.5 pages long, a firm limit (Font type=Times New Roman; Font Size=11.5-12). Each RRP will be worth 50 points (250 points total). Grading criteria for RRP's:

- i. how well a paper demonstrates an understanding of the readings and other materials assigned;
- ii. how well the paper uses the readings and concepts to identify and support a clear argument;
- iii. organization of the discussion; and
- iv. clarity of writing and expression.

***The RRP's will collectively be worth 30% of your final grade.***

4. ***Final Term Paper (150pts)***: Students will work in small teams (groups) to develop and submit final term papers (FTP) at the end of the semester. FTP's are expected to comprehensively examine how globalization and its processes have shaped a local social issue (e.g., social problem or social benefits) or the perils and benefits of globalization to a given social group in the United States, such as women or workers without college degrees. Students will be expected to discuss how global social forces interact with local context (or factors) to shape the local issue (social problem or benefit) or the experiences of the selected social group. FTP's will be no more than 10 pages long, a firm limit (Font type=Times New Roman; Font Size=11.5-12).

Grading criteria for FTP's:

- i. how well a paper demonstrates understanding of globalization and the materials they are drawing on;
- ii. how well the paper applies globalization to (explain) a local social issue or group;
- iii. how well the paper relies on the application of globalization to a local social issue/group to reasonably speculate on the consequences of globalization on such similar social issues/groups in other societies;
- iv. organization of the discussion; and
- v. clarity of writing and expression.

***The FTP is worth 25% of your final grade.***

5. ***Gains Memo***: Each student will write a one-page memo addressed to their academic adviser explaining the five most important things they learned in the class (30 points). The content of the memo should be bullet-points of the things learned, that is, a total of five bullet-points. It must follow the structure of formal memos. I am not asking students to simply list the topics covered, but what they have learned. So, if a student simply lists the topic covered in the class, they will receive 0 points for this exercise. Note: Although each student's memo needs to be addressed to their academic adviser, they need not actually share it with them.

***The gains memo is worth 5% of your final grade.***

## Grading Scale

Grade	Points	Percent
A	930-1000	93.00-100.00
A-	900-929.99	90.00-92.99
B+	870-899.99	87.00-89.99
B	830-869.99	83.00-86.99
B-	800-829.99	80.00-82.99
C+	770-799.99	77.00-79.99
C	730-769.99	73.00-76.99
C-	700-729.99	70.00-72.99
D+	670-699.99	67.00-69.99
D	630-669.99	63.00-66.99
D-	600-629.00	60.00-62.99
E	< 600	< 60

## Institutional Policies and Procedures

The University of Utah is committed to providing students with resources and supports they need to succeed. If there are any additional supports or resources you may need in this course, please do not hesitate to speak with the instructor.

**U Heads Up App:** Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources.

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!
- **Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your care, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.



**The Americans with Disabilities Act.** 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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. **Accommodation Policy (see Section Q):** <http://regulations.utah.edu/academics/6-100.php>

**Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential

consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Campus Safety.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

**Drop/Withdrawal.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes. **Deadlines for courses with irregular start and end dates policy.** <https://registrar.utah.edu/handbook/miscellaneous.php>

**Plagiarism/Cheating.** It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible sanctions please see the **Student Code** at this link. <http://regulations.utah.edu/academics/6-400.php>

**Wellness Statement.** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

**Veterans Support Center.** The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at <http://veteranscenter.utah.edu>.

**LGBT Resource Center.** The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin 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>.

**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 and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writing-program.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>).

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*As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process.*

*You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.*

## Class Policies and Procedures

1. **Student Conduct:** When **respect** breaks down, the learning process can be seriously impaired. Acts that can lead to break down in respect include: acting without decorum toward others and using threatening and/or vulgar language against others. There are many other acts that may lead to breakdown in respect. In essence, we must all endeavor to be respectful to each other. Let's treat each other with decorum; it is the right thing to do. I expect you to abide by the university's students code of conduct.
2. **Late Policy for Assignments\*:** All assignment must be completed by the due date. Students who miss a due date should contact me within 24 hours or as soon as they can safely do so. If you know ahead of time that you will not be able to complete an assigned task by the due date, you must provide a week's notice with written documentation.  
\*Exigent circumstances will be considered.
3. **Participation:** I expect regular and timely participation in all class activities online.
4. **Canvas and U-Mail:** All course resources and announcements will be posted on the course website (Canvas), and/or sent via university assigned emails. Students have access to these resources through their unid. Students are responsible for regularly checking Canvas and Umail. Technical support is provided via [classhelp@utah.edu](mailto:classhelp@utah.edu) or 801-581-6112.

See class schedule on next page.

## CLASS SCHEDULE

### Module I: Introduction: Conceptualizing & Theorizing Globalization

#### Learning Outcomes

By the end of this module, students should be able to:

1. Explain the notion of globalization;
2. Identify and explain some concepts and theories of globalization; and
3. Trace the history of globalization and the processes and factors that underlie this history.

#### Evaluation

1. Quiz #1
2. RRP I

Week	Starting Date	Topic	Reading	Assignments
1	Monday 08/24	Defining and conceptualizing globalization	<ul style="list-style-type: none"> <li>• Jan Aart Scholte: Chpt. 1 &amp; 2</li> <li>• J. N. Pieterse: Chpt. 2.</li> </ul> <p><i>Optional (Highly Recommended):</i></p> <ul style="list-style-type: none"> <li>• Richard Baldwin: Part 1 (Chpt. 1-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Watch: World without borders <a href="https://www.youtube.com/watch?v=As3pWXoq_as">https://www.youtube.com/watch?v=As3pWXoq_as</a></li> </ul>
2	Monday 08/31	History & theories of globalization	<ul style="list-style-type: none"> <li>• Jan Aart Scholte Chpt. 3 &amp; 4</li> <li>• J. N. Pieterse: Chpt 3.</li> </ul> <p><i>Optional (Highly Recommended):</i></p> <ul style="list-style-type: none"> <li>• William I. Robinson: Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #1: Due Sat., 9/05/20 @11:59PM</li> <li>• Submit RRP I: Due Sun., 09/06/20 @11:59PM</li> </ul>

### MODULE II: Economic Globalization

This module will take about four weeks to complete. Economic globalization refers to the increasing integration and interdependence of world economies mostly along a capitalist model. The process of economic globalization is shaped by the growth in international trade in commodities and services, the flow of international capital, and the rapid expansion and spread of technologies.

#### Learning Outcomes

By the completion of this module, students should be able to:

1. Explain the factors driving the expansion and intensification of the capitalist world economic system;
2. Identify and explain the benefits societies/nation-states derive from being part of the capitalist world economic system, and what this means for their citizens;
3. Identify and explain social problems within societies/nation-state resulting from their participation in or membership of capitalist world economic system;
4. Explain the link between economic globalization (spread of capitalist world economy) and environmental degradation.



## Evaluation

1. Quizzes #2, #3, #4, & #5
2. RRP II
3. Gains report
4. FTP

Week	Starting Date	Topic	Reading	Assignments
3	Tuesday 09/08	Capitalism and economic globalization  *Note: Monday, 09/07 is Labor Day Holiday	<ul style="list-style-type: none"> <li>• Jan Aart Scholte: Chpt. 5</li> <li>• Gary Gereffi: The Global Economy</li> <li>• Wallerstein Immanuel: The Rise and Future Demise of the World Capitalist System</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #2: Due Sat., 09/12/20 @ 11:59PM</li> </ul>
4	Monday 09/14	International trade: History and Mechanisms	<ul style="list-style-type: none"> <li>• Zammit-Lucia &amp; Boyle: Chpt. 1 &amp; 3</li> <li>• Seeds of exploitation (In The case against globalization, Chpt. 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #3: Due Sat., 09/19/20 @ 11:59PM</li> </ul>
5	Monday 09/21	Economic globalization, exploitation, & inequality	<ul style="list-style-type: none"> <li>• Jan Aart Scholte: Chpt. 10.</li> <li>• Zammit-Lucia &amp; Boyle: Chpt. 1</li> <li>• Bob Sutcliffe: World Inequality and Globalization</li> <li>• Bergesen and Bata: Global and National Inequality: Are they connected?</li> </ul> <p><b>Optional (Highly Recommended):</b></p> <ul style="list-style-type: none"> <li>• Seeds of exploitation (In The case against globalization, Chapt. 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #4: Due Sat., 09/26/20 @ 11:59PM</li> </ul>
6	Monday 09/28	Economic globalization and environmental degradation	<ul style="list-style-type: none"> <li>• Naomi Klein. "Hot money..." (Chpt 2 of <i>This Changes everything: Capitalism vs. the Climate</i>)</li> <li>• Xu et al. <i>International trade and sustainable development</i></li> <li>• <a href="#">Ghana: Digital Dumping Ground</a></li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #5: Due Sat., 10/03/20 @ 11:59PM</li> <li>• Submit RRP II: Due Sun., 10/04/20 @ 11:59PM</li> </ul>

## MODULE III: Political Globalization

This module will take about 3 weeks to complete. Political globalization refers to the binding together (loosely) of nation-states through worldwide or regional institutions and organizations. Political globalization creates political integration and interdependence of nation-states through such global and regional intergovernmental institutions/organizations as the United Nations (UN), the European Union (EU), the North Atlantic Treaty Organization (NATO), the African Union and so forth. This dimension of globalization also creates and is created by the actions and activities of (global-oriented) civil society organizations.

## Learning Outcomes:

By the completion of this module, will be able to:

1. Explain the origins, rise, and spread of nation-states
2. Explain the origins, character, promise and failure of international institutions and organizations;
3. Explain the processes leading to the integration of nation-states through international institutions and organizations.
4. Identify and explain the factors and processes associated with the spread of democracy and political liberalism and the forces that push back on this spread;

## Evaluation

1. Quizzes #6 & #7
2. RRP III
3. Gains report
4. FTP

Week	Starting Date	Topic	Reading	Assignments
7	Monday 10/05	The rise, and spread of nation-states	<ul style="list-style-type: none"><li>• Jan Aart Scholte: Chpt. 6.</li><li>• Charles Tilly: Chpt. 1</li><li>• Kenichi Ohmae: The Cartographic Illusion (Chapter 1)</li><li>• Meyer et al.: World Society and the Nation-State</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Watch lecture video</li><li>• Prepare, use and hold reading notes</li><li>• Submit Quiz #6: Due Sat., 10/10/20 @11:59PM</li><li>•</li></ul>
8	Monday 10/12	International institutions, global governance, and the state	<ul style="list-style-type: none"><li>• Jan Aart Scholte: Chpt. 6.</li><li>• John Meyer: World Society, Institutional Theories, and the Actor</li><li>• John Mearsheimer: The False Promise of International Institutions</li></ul> <p><b>Optional (Highly Recommended):</b></p> <ul style="list-style-type: none"><li>• Oran R. Young: Regime Dynamics</li><li>• Keohane &amp; Martin: The Promise of Institutional Theory</li></ul>	<ul style="list-style-type: none"><li>• Watch lecture video</li><li>• Prepare, use and hold reading notes</li><li>• Submit Quiz #7: Due Sat., 10/17/20 @11:59PM</li></ul>
9	Monday 10/19	Democratization	<ul style="list-style-type: none"><li>• Jan Aart Scholte: Chpt. 11.</li><li>• Larry Diamond: Chpt. 2</li><li>• G. John Ikenberry: Liberal internationalism 3.0</li><li>• G. John Ikenberry: The end of liberal international order?</li></ul>	<ul style="list-style-type: none"><li>• Watch lecture video</li><li>• Prepare, use and hold reading notes</li><li>• Submit RRP III: Due Sun., 10/25/20 @11:59PM</li></ul>

## MODULE IV: Cultural Globalization

In contrast to economic globalization, cultural globalization refers to the spread of knowledge, beliefs, values and norms across geographic and political borders. In this module, we examine the drivers and phases of this diffusion (colonization, trade, travel, media, etc.) as well as the impacts on societal stability, diversity and inequality. This module will take about 3 weeks to complete.

## Learning Outcomes

By the completion of this module, will be able to:

1. Define cultural globalization in relation to economic and political globalization
2. Summarize the main patterns and trends in cultural globalization over the past century, including cultural hybridization
3. Apply competing perspectives of globalization to recent developments in the diffusion of culture across space
4. Critically evaluate competing perspectives of the causes and consequences of cultural globalization.

## Evaluation

1. Quizzes #8, #9, & #10
2. RRP IV
3. Gains report
4. FTP

Week	Starting Date	Topic	Reading	Assignments
10	Monday 10/26	Conceptualizing culture, cultural ethnocentrism, and cultural relativism	<ul style="list-style-type: none"> <li>• J. N. Pieterse: Chpt 1.</li> <li>• Inglehart &amp; Baker: Modernization, Cultural Change, and the Persistence of Traditional Values</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #8: Due Sat., 10/3/20 @11:59PM</li> <li>•</li> </ul>
11	Monday 11/02	Cultural diffusion, clash, and the associated consequences	<ul style="list-style-type: none"> <li>• J. N. Pieterse: Chpt 4.</li> <li>• Samuel Huntington: The Clash of Civilizations?</li> <li>• Serap Kavas: 'Wardrobe Modernity': Western Attire as a Tool of Modernization in Turkey</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #9: Due Sat., 11/07/20 @11:59PM</li> <li>•</li> </ul>
12	Monday 11/09	Cultural homogenization, hybridization (global mélange)	<ul style="list-style-type: none"> <li>• J. N. Pieterse: Chpt 5 &amp; 8.</li> <li>• Jan Aart Scholte: Chpt. 7.</li> <li>• Appadurai: Disjuncture and Difference in the Global Cultural Economy</li> </ul> <p><b>Optional (Highly Recommended)</b></p> <ul style="list-style-type: none"> <li>• Barnet and Cavanagh: Homogenization of Global Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #10: Due Sat., 11/14/20 @11:59PM</li> <li>• Submit RRP IV: Due Sun., 11/15/20 @11:59PM</li> </ul>

## MODULE V:

### Social Globalization (Globalization of Social Systems)

While often subsumed under or used interchangeably with the concept of cultural globalization, we describe social globalization as a unique phenomenon pertaining to the activities undertaken by non-governmental entities to support and resist social transformation, including labor, social and environmental movements. We

discuss organizations at the international and national levels with goals related to the environment, gender, migration and populism. This module will take about 4 weeks to complete.

### Learning Outcomes:

By the completion of this module, will be able to:

1. Explain patterns and trends in social globalization over the past century, that is, the spread of social movement and/or non-governmental entities;
5. Critically assess the causes and consequences of the activities of non-governmental entities, including international social and environmental movements;
6. Explain the spread of feminism and the increasing mainstreaming of gender issues in international development.
7. Explain the connection between globalization, migration, and re-emergence of populism.

### Evaluation

1. Quizzes #11, #12, #13
2. RRP V
3. Gains report
4. FTP

Week	Starting Date	Topic	Reading	Assignments
13	Monday 11/16	Non-governmental entities and the world	<ul style="list-style-type: none"> <li>• Keck and Sikkink: Activists Beyond Borders: Advocacy Networks in International Politics, Chpt 1 &amp; 2.</li> <li>• Boli and Thomas: World Culture in the World Polity...</li> <li>• Peter Evans: Counter-hegemonic Globalization...</li> </ul> <p><b>Optional (Highly Recommended)</b></p> <ul style="list-style-type: none"> <li>• Kiyoteru Tsutsui: Human Rights and Minority Activism in Japan</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #11: Due Sat., 11/21/20 @11:59PM</li> </ul>
14	Monday 11/23	Globalization the and environment <b>Note: This is a short week due to Thanksgiving</b>	<ul style="list-style-type: none"> <li>• Dunlap and York: The Globalization of Environmental Concern</li> <li>• Ann Hironaka: Greening the Globe (Chpt. 1)</li> <li>• Williams and Ford: The World Trade Organization, Social Movement and Global Environmental Management.</li> </ul> <p><b>Optional (Highly Recommended):</b></p> <ul style="list-style-type: none"> <li>• Tammy Lewis: Chpt. 5 (Neoliberal boom)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #12: Due Sat., 11/25/20 @11:59PM <b>(Note: For your convenience, this Quiz will remain available until Saturday, 11/28/20 @ 11:59PM)</b></li> </ul>
15	Monday 11/30 <b>Note: Short week (ends Wednesday, 12/2)—Plan to work</b>	Backlash: Globalization, migration, and spread of populism  <b>Note: This period is no-questions-asked make-up data. Make-up exercise completed</b>	<ul style="list-style-type: none"> <li>• Zammit-Lucia &amp; Boyle: Chpt. 2, 4, &amp; 5</li> <li>• J. N. Pieterse: Chpt 6 &amp; 9.</li> </ul> <p><b>Optional (Highly Recommended):</b></p> <ul style="list-style-type: none"> <li>• Portes: Transnational Communities</li> <li>• S. J. Gold: Transnational Communities: Examining</li> </ul>	<ul style="list-style-type: none"> <li>• Watch lecture video</li> <li>• Prepare, use and hold reading notes</li> <li>• Submit Quiz #13: Due Wed., 12/02/20 @11:59PM</li> <li>• Submit RRP V: Due</li> </ul>

<b>ahead</b>	during this period will be graded at 90% credit.	Migration	Wed., 12/02/20 @11:59PM
		• <a href="#">News Flash: Zero Tolerance and Family Separation</a>	

**Semester Conclusion**

<b>Week</b>	<b>Starting Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments/Tasks</b>
16	Monday 12/07	<b>Exams Week</b> <ul style="list-style-type: none"> <li>▪ Submit Gains Memo</li> <li>▪ Submit Final Term Paper</li> </ul>	Finals week, not readings assigned	<ul style="list-style-type: none"> <li>• Submit Gains Memo: Due Tues., 12/08/20 @11:59PM</li> <li>• Submit Final Term Paper: Due Thurs., 12/10/20 @11:59PM</li> </ul>

## SUGGESTED TEMPLATE FOR RESEARCH PAPERS (About 10 pages)

**Note:** Grading for this paper will follow the format provided below or a similar variation of it.

**Cover/Title Page:** Your paper should have a cover page providing the title of the study and the authors.

### 1. Introduction

*Explain the topic you are working on. What is the research question? That is, what topic or variable do you want to explain? Explain why this is an important topic. You may be able to cite other studies to justify yours or help state its importance. This should be about 1.5-2.5 pages long (Double-line spacing; Times New Roman font size 11 or 12)*

### 2. Review of the literature

*Describe what the existing literatures says about the topic the group is investigating. Plan to review up to 10 previous studies (certainly no less than 7). I recommend that five of these studies should be peer review journal articles. Do not simply describe each article. Instead, summarize and integrate the chosen literature in a single, coherent writing. Note what the contribution of your paper to the existing literature will be. This should be about 2.5-3.5 pages long (Double-line spacing; Times New Roman font size 11 or 12).*

### 3. Data and Methods

- *If you're using any secondary or primary data, describe the source of your data and the sample size. Is the data from a random or non-random sample? Identify and describe the original source of the data, especially if using secondary data. If the group is collecting its own data, explain how it is done.*
  - *Describe how each of your variables is measured –Provide a table of descriptive statistics (percentages/proportions and means with standard deviation) that you can refer to. Insert your table(s) in an appropriate space within the paper, preferably close to the text that references it (Do not quarantine them to the end of the paper). Your table must have a title, like Table 1: Descriptive Statistics for Variables Analyzed.*
  - *Briefly describe how the group will analyze the data.*
  - *If you're relying published studies or archival materials, describe them and process by which will obtain and make sense from them clear.*
- This should be about 1.5-3.5 pages long (Double-line spacing; Times New Roman font size 11 or 12)*

### 4. Results

- *Bivariate Relationships [If using quantitative data]: Present bivariate analysis of each of your independent and the dependent variables. Remember to interpret your results, noting whether the relationships are significant or not. If possible, present your results in a table(s). If you use a table, be sure to refer to it in your presentation of the results. Insert your table(s) in an appropriate space within the paper, preferably close to the text that makes reference to it (Do not quarantine them to the end of the paper). Your table must have a title, like Table [No.]: Title. Feel free to use graphs/charts here instead of tables; remember to refer to any charts/graphs used in your verbal description of the results.*
- *Multiple Regression Relationship [this is not required, but highly recommended]: Present your multiple regression analysis of the influence of your explanatory and control variables on the dependent variable. Be sure to interpret each regression coefficient. Are they significant? Are they negatively or positively related to the dependent variable? Present your regression results in a Table and refer to it when describing your coefficients. Insert your table(s) in an appropriate space within the paper, preferably close to the text that references to it (Do not quarantine them to the end of the paper). Your table must have a title, like Table [No.]: Title. Let me know if you need help with conducting regression analysis.*
- *If you are using qualitative data, I strongly encourage you to refer to materials on how to analyze*

and present qualitative data (I can help you find the material, but you may also contact Dale Larsen, our Librarian [dale.larsen@utah.edu] for help). What is important is that your qualitative data should be adequate to help you answer your research question or address your topic of interest.

- If you relying on secondary sources, including published material, make sure you select those that help you answer your research question.
- Overall, you should be relying on sources germane to your topic. In this section, you should be providing clear answers to the research question, drawing on drawing on whatever data or information.

*This should be about 4-6 pages long (Double-line spacing; Times New Roman font size 11 or 12).*

## 5. Conclusion

Provide a summary of your findings, discoveries or the key issues related to your term paper. If you stated any hypotheses, note whether or not they are supported by the data you analyzed. Do your findings confirm the findings of previous studies based on the literature review you conducted? Are the issues you're identifying consistent with the existing literature your reviewed? Identify and briefly note the most important or noteworthy finding of your research. Also, note any limitations to your study and the way forward (Note: Every study has some limitations)

*This should be about 1.5-2 pages long (Double-line spacing; Times New Roman font size 11 or 12)*

## 6. References

What references did you use/consult? Use the APA or ASA citation style. Be consistent with whatever style you choose to use.

### Miscellaneous: About Tables

Number your tables consecutively and provide each with a title describing the information it contains.

Illustration:

Table 1: Summary Statistics for Variables Analyzed in the Study

Table 2: Bivariate Relationships between the Race and Experience of Police Brutality

Table 3: Multiple Regression Results of the Relationship between Race and the Likelihood of Experiencing Police Brutality