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 LSC Action-Date: AP-11/21/13 UWUCC Action-Date: AP-4/11/14 Senate Action Date: App-4/29/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: **Soc 337 World Societies and World Systems**

Proposed course prefix, number and full title, if changing: **Soc 337 Society, Globalization and Risk**

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Melanie Hildebrandt</i>	10/13/13
Department Chairperson(s)	<i>Dir. Lib. Studies</i>	12/15/13
College Curriculum Committee Chair	<i>[Signature]</i>	11/4/13
College Dean	<i>[Signature]</i>	11/5/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	3/14/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Seelquist</i>	4/11/14

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NOV 12 2013
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I. Catalog Description and Title Change

Soc 337 Society, Globalization and Risk **3c-01-3cr**
Prerequisite: One of the following: ANTH 110, ECON 101 OR 121, GEOG 230, HIST 202, PLSC 101 OR 282, SOC 151

Examines the factors driving globalization, and the risks associated with globalization, on both a local and international level. Foundations for thinking in global terms are provided through an overview of historical developments and major international actors that have shaped current global society. Focuses on major challenges and risks facing global society. Throughout the course students are encouraged to connect their own personal life experiences to the broader global context.

II. Comparison of Old and New

Current Title and Course Description	Proposed New Title and Course Description
Soc 337 World Societies and World Systems	Soc 337 Society, Globalization and Risk
Prerequisite: One of the following: ANTH 110, ECON 101 OR 121, GEOG 230, HIST 202, PLSC 101 OR 282, SOC 151	Prerequisite: One of the following: ANTH 110, ECON 101 OR 121, GEOG 230, HIST 202, PLSC 101 OR 282, SOC 151
A detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the 16th century and has since expanded to include the entire globe. Topics include societies during the preindustrial era, the emergence of modern capitalism in the 16th century, relations between developed and less-developed societies in the modern world, the ascent and decline of nation-states in the modern world, the current plight of the Third World, the rise and demise of socialism in the 20th century, and various scenarios for the human future.	Examines the factors driving globalization, and the risks associated with globalization, on both a local and international level. Foundations for thinking in global terms are provided through an overview of historical developments and major international actors that have shaped current global society. Focuses on major challenges and risks facing global society. Throughout the course students are encouraged to connect their own personal life experiences to the broader global context.

III. Rationale

The current course description and title dates back to 1992. The new course title and catalog description reflect changes to the content and focus of the course which, in addition to mirroring contemporary thinking in this subfield of sociology, bring the course into alignment with the new liberal studies learning objectives.

Course Revision - Syllabus of Record
SOC 337 –Society, Globalization and Risk

I. New Proposed Catalog Description

Prerequisite: One of the following: ANTH 110, ECON 101 or 121, GEOG 230, HIST 202, PLSC 101 or 282, SOC 151 **03c-1-03cr**

Examines the factors driving globalization, and the risks associated with globalization, on both a local and international level. Foundations for thinking in global terms are provided through an

overview of historical developments and major international actors that have shaped current global society. Focuses on major challenges and risks facing global society. Throughout the course students are encouraged to connect their own personal life experiences to the broader global context.

II. Course Objectives, Learning Outcomes, and Rationales (Global Citizenship)

Objective 1. Compare and contrast risks in modern societies and pre-industrial/traditional societies, especially with respect to the threat different types of society face to external and manufactured risks.

Learning Outcome 1: Empowered learners.

Rationale (Empowered Learners - Global Citizenship): Through group discussions and out-of-class written assignments students will demonstrate critical thinking skills by assessing the major types of risks faced by different types of societies, analyzing the composition of those societies to understand why different types of technologies and economic systems produce different kinds of risks. Students will evaluate what those risks mean to the long-term welfare of society and address questions of social action in a global context by considering the potential value of moving away from a one-way flow of technology and values (from developed to developing countries) to a two-way flow of information where modern, developed countries also learn from traditional societies.

Rationale (Empowered Learners- Global and Cultural Awareness): Through reading assignments, films, in-class group work and out-of-class assignments students will analyze, in broad terms, major differences between pre-industrial/traditional societies and modern/post-modern societies. Students will evaluate non-dominant cultures as they are asked to think through potential strengths and weaknesses of both modern industrial and traditional/pre-industrial societies. Written assignments will ask student to consider the possibility that traditional societies have things of value to teach those in the modern world, especially in terms of reducing our vulnerability to manufactured risks. As **empowered learners**, students will be able to think critically about past development practices as well as creatively envision future social change options.

Objective 2. Compare competing theories of globalization.

Learning Outcome 2. Informed and Empowered Learners.

Rationale (Global Citizenship Competency): Written assignments and in-class work will require students to analyze the current global context using the concepts, assumptions, and propositions of different theoretical models, and evaluate how well different theories apply to various global conditions. Coverage of topics such as conquest and colonialism, unsustainable resource extraction, exploitation of labor in less-developed countries, and underdevelopment will provide students with extensive exposure to social justice in a global context. Understanding the factors driving globalization will help students identify potential obstacles to efforts to undertake social action or be an engaged citizen in a global context.

Rational (Global and Multicultural Awareness): Through reading assignments, films, in-class group work, and out-of-class assignments, students will examine the extent to which

globalization means westernization and the extent to which non-dominant cultures are fighting back through resistance and glocalization. By examining the ways in which globalization threatens cultural diversity, students will develop an understanding of the ways in which different cultures establish and rely on systems of values, norms, and ideas. Students will become empowered learners in that they will be able to think critically about the different future scenarios presented by different theories of globalization and take action in their personal, work, community, volunteer, and political activities that will help shape the future they most desire.

Objective 3. Identify ways their own personal life experiences are connected to the broader global context.

Learning Objective 3. Responsible learners.

Rationale (Global Citizenship Competency): Assignments, including in-class group work and written papers, will require students demonstrate awareness of the ways scholarly concepts, theories, and debates covered in class apply to their own life circumstances, and the practical implications these have for the opportunities they are likely to encounter, and the challenges they are likely to confront, over the next several decades of their lives.

Rationale (Global and Multicultural Awareness): Students will demonstrate an understanding of themselves and an understanding of the identities, histories, and cultures of others through both written and oral (in-class) discussions of readings, films and other assigned materials. Students will explain how the political options and opportunities they will encounter over the next few years are shaped by broader global developments; paper assignments and exams will require students to examine how the choices made by U.S. citizens have consequences for the international community.

Objective 4. Analyze major threats and challenges facing the global community.

Learning Objective 4. Informed and Empowered learners.

Rationale (Global Citizenship Competency). Exams and writing assignments will require students to use their knowledge of the interrelationships within and across cultures and global communities to identify vulnerabilities to shared risks. For example, students will be able to combine their knowledge of global supply chains together with understandings of micro-organisms, pesticides, and other food contaminants to assess the risks posed by international trade in food products.

Rationale (Global and Multicultural Awareness): Through reading assignments, films, in-class group work, and out-of-class assignments students will demonstrate an understanding of the ways in which interrelationships within and across cultures and global communities create new manufactured risks, and vastly increase the scope of vulnerability to risks. Students will demonstrate an ability to reflectively think about, and synthesize, information and ideas presented in class to reach logical conclusions about the possible consequences of current global threats, especially as these might affect non-dominant cultures.

Objective 5. Identify various forms of reactions and resistance to globalization.

Learning Outcome 5: Informed and Responsible learners.

Rationale (Global Citizenship Competency): Through reading assignments, films, in-class assignments and in-class debates will require students explain the interrelationships between the human imagination, expression and traditions of many cultures, especially as local peoples seek to develop a voice in the context of globalizing, and westernizing, pressures. Students will identify how many of these resistance movements are shaped by concerns for social justice, and gain increased insight into the need for civic engagement.

Rationale (Global and Multicultural Awareness): Through reading assignments, films, in-class group work, and out-of-class assignments students will demonstrate an understanding of the ways in which the historical development of current interrelationships within and across cultures and global communities have shaped resistance movements against the global capitalist economy and the globalization of Western culture. Students will demonstrate knowledge of different types of ethical judgments which can be brought to bear on these resistance movements, and be able to assess whether different types of ethical judgments respect the identities, histories and cultures of non-dominant societies.

III. Course Outline

- Week 1:** Thinking Globally
The European Enlightenment
Classical social theorists' attention to comparative, historical studies
Immanuel Wallerstein's World Systems Theory
Cosmopolitanism
Anthony Giddens' concept of "runaway world"
- Week 2:** Globalization
Time-space compression
Major global actors, such as NGOs, INGOs, and TNCs
Competing theories of globalization
- Week 3:** Risk
Rationalization and Risk
Risk assessment
External versus manufactured risk
Risk on a global scale
- Week 4:** Risk in the Context of Global Expansion
Pre-industrial societies and pre-modern civilizations
Major risks faced by pre-industrial/traditional societies
Emergence of Europe as leading global power in the 17th century
Colonialism
Post-Colonial global economic framework (e.g., Bretton Woods, neo-liberalism)
- Week 5:** Economic Opportunities and Challenges to the U.S. Economy
Fordism and scientific management (Taylorism)
Mass consumption

Decline of U.S. economic leadership since the 1970s
Post-Fordism
NICs (Newly Industrialized Countries)

- Week 6:** The Global Economy
Pre-modern trading networks
Global supply chains
TNCs (trans-national corporations)
Export Processing Zones (EPZs)
- Week 7:** Economic Vulnerabilities
Poverty and underdevelopment
Absolute versus relative poverty
Winners and losers of neo-liberal policies
Entitlement theory of famine/hunger
Green Revolution
- Week 8:** Political Opportunities and Challenges in a Global Context
Development of nation-states
Political rights, civil rights, social rights
Gemeinschaft versus *Gesellschaft*
Multiculturalism and nation-states
Possibilities for global civil society and civic engagement
- Week 9:** International Crime
Drug trade
Arms trade
People trafficking
White collar and corporate crime
Terrorism
- Week 10:** Population and Migration
Malthusian theory
Crude birth rate, crude death rate, fertility rate
Women's status and family size
Refugees
Internally displaced persons (IDPs)
- Week 11:** Global Religion
Secularization
Huntington's Clash of Civilizations
Religious fundamentalism, at home and abroad
Fundamentalism and nationalism
Anthony Giddens' theory of fundamentalism
- Week 12:** Women and Children in the Global Context
Men, women, children, and sexuality in traditional families
First- and Second-Wave Feminism in the U.S.

North-South differences among feminists
Women and warfare
Child soldiers
Global care chains

Week 13: Ethno-National Identities in a Globalizing World
The resurgence of localism
Separatist movements
The Balkans
Diasporas

Week 14: Environmental Threats in a Global Context
Building a sustainable future
Environmental movement
Renewable versus nonrenewable resources
Carrying capacity
Health and the environment
Global climate change
Carbon trading

Week 15: Exam Week
Culminating Activity (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

Exams **45%**

Three exams worth 15% each. Exam 1 will be given approximately 1/3 of the way through the semester, exam 2 approximately 2/3s of the way through the semester, and exam 3 will be given during finals week. The exams will consist of objective (multiple choice, true/false) questions.

Research Paper **20%**

One research paper on a country of choice (excluding the U.S.) will be due toward the end of the semester. Detailed explanation of this assignment, including a grading rubric, is included in the course proposal.

In Class Presentation **15%**

For this assignment, students will conduct independent research on the effects of globalization on a targeted group/organization in their hometown/urban neighborhood, and then present their findings to the class. Presentations will be scheduled throughout the semester. Detailed explanation of this assignment, including a grading rubric, is included in the course proposal.

Participation **20%**

Participation will be evaluated in 10 in-class group exercises, worth 2% each. Eleven times throughout the semester students will be given an in-class group exercise which will take approximately 30 minutes to complete. The purpose of these exercises is to get

students to think more deeply and critically about the material covered in class, and to facilitate their ability to apply theoretical concepts, scholarly ideas, and credible empirical knowledge to public policy debates, controversial topics, their own life experiences, and other real-world phenomena. An example of one of these in-class exercises is included in the course proposal. Each group is expected to hand in a summary of their group's discussion at the end of the exercise. Provided that summary provides evidence that the group worked diligently on the assignment, and provided students in that group were engaged in the group discussion, each student will receive full credit for participation in the exercise.

Exams	45%
Paper	20%
Presentation	15%
Participation	<u>20%</u>
Total	100%

V. Grading Scale

Grading scale: A (90-100%); B (80-89%); C (70-79%); D (60-69%); F (0-59%)

VI. Attendance Policy

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalogue.

VII. Required textbooks, supplemental books and readings

Cohen, Robin and Paul Kennedy. 2013. *Global Sociology* (3rd Edition). New York: New York University Press.

CQ Researcher. 2010. *Global Issues*. Thousand Oaks, CA: Pine Forge Press.

Supplemental Reading:

Giddens, Anthony. 2003. *Runaway World: How Globalization is Reshaping Our Lives*. New York: Routledge.

VIII. Special Resources Requirements

None

IX. Bibliography

Albrow, Martin. 1996. *The Global Age: State and Society Beyond Modernity*. Cambridge: Polity Press.

Bauman, Zygmunt. 2000. *Liquid Modernity*. Cambridge: Polity Press.

Beck, Ulrich. 2007. *The World at Risk*. Cambridge, UK: Polity Press.

- Beck, Ulrich, Anthony Giddens, and Scott Lash (eds.). 1994. *Reflexive Modernization: Politics, Tradition and Aesthetics in the Modern Social Order*. Cambridge: Polity Press.
- Cohen, Robin. 2006. *Migration and its Enemies: Global Capital, Migrant Labor, and the Nation-State*. Aldershot, UK: Ashgate.
- Delanty, Gerard. 2000. *Citizenship in a Global Age: Society, Culture, Politics*. Buckingham, UK: Open University Press.
- Eitzen, D. Stanley. 2007. *Solutions to Social Problems: Lessons from Other Societies (4th Edition)*. Boston: Pearson.
- Fanon, Frantz. 2005. *Wretched of the Earth*. New York: Grove Press.
- Giddens, Anthony. 1990. *The Consequences of Modernity*. Cambridge: Polity Press.
- Harvey, David. 2003. *The New Imperialism*. Oxford: Oxford University Press.
- Held, David and Anthony McGrew. 2002. *Globalization/Anti-Globalization*. Cambridge: Polity Press.
- Hutton, Will and Anthony Giddens (eds.). 2000. *On the Edge: Living with Global Capitalism*. London: Jonathan Cape.
- Jackson, Robert. 2010. *Annual Editions: Global Issues*. Boston: McGraw-Hill.
- Juergensmeyer, Mark. 2003. *Terror in the Mind of God: The Global Rise of Religious Violence*. Berkeley: University of California Press.
- Kenae, John. 2003. *Global Civil Society?* Cambridge: Cambridge University Press.
- LaDuke, Winona. 2002. *The Winona LaDuke Reader: A Collection of Essential Writings*. Minneapolis, MN: Voayageur Press.
- Lechner, Frank J. and John Boli. 2005. *World Culture: Origins and Consequences*. Oxford: Blackwell.
- Lechner, F. and Boli, J., Eds. (2011). *The Globalization Reader. Fourth Edition*. Malden, MA: Blackwell Publishing.
- McMichael, Philip. 2011. *Development and Social Change: A Global Perspective (5th Edition)*. Thousand Oaks, CA: Pine Forge Press.
- Raworth, Kate. 2005. *Trading Away Our Rights: Women Working in Global Supply Chains*. Oxford: Oxfam International.
- Ritzer, George. 2004. *The Globalization of Nothing*. Thousand Oaks, CA: Pine Forge Press.
- Said, Edward. 1979. *Orientalism*. New York: Vintage.

Sernau, Scott. 2012. *Global Problems: The Search for Equity, Peace and Sustainability, 3rd edition*. Boston: Pearson.

Sklair, Leslie. 2001. *The Transnational Capitalist Class*. London: Blackwell.

Wallerstein, Immanuel. 1974. *The Modern World System: Capitalism, Agriculture, and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	2. Time, Continuity and Change 5. Individuals, Groups and Institutions 6. Power, Authority and Governance	(a)- (d), (f) (a) – (f) (a), (b), (e), (f)	Quizzes Papers Exams Presentations

Sample Assignment for SOC 337 Society, Globalization and Risk Global Citizenship Competency

Individual Presentations: Globalization in Your Hometown/Neighborhood

The purpose of this assignment is for students to develop an appreciation of the ways in which globalization is affecting the people and organizations in their hometown, and to share that information with other students in the class. During the second week of the semester students will turn in several options for this assignment. For example, students might choose to focus on the local business environment or a particular local business, a local church, the local library, the local elementary or high school, members of their own extended family, farmers and ranchers, voluntary and civic organizations (such as the Sierra Club or the Rotary Club), and friends from high school who have yet to leave the old neighborhood. The instructor will make a final selection among these options, aiming for a distribution of several student presentations each week during weeks 5-14 of the semester. Students will investigate the extent to which, and the ways in which, globalization is affecting the target of their investigation through such data-gathering techniques as interviews, explorations of web sites, explorations of local newspapers, examination of publicly-displayed material artifacts, publicly-conveyed policy positions from local elected officials and political candidates, and where, appropriate, non-obtrusive, non-participation observation.

Students will be assigned to do their presentation during a week where course content is most appropriate to the target of their study. For example, a student who wanted to examine a local rape crisis center would be assigned to do his/her presentation during the week the course would be covering the topic of the exploitation and oppression of women and children. Each student will make an approximately ten minute presentation, which will begin by presenting basic information about their hometown/neighborhood, followed by a discussion of how they went about gathering information on the target group/organization of their investigation and what they learned from their investigation. Each presentation should include a minimum of 3 visual aids, such as one or more of the following: power point presentation, course handout, poster board.

Presentation grading will be based on the following criteria:

Audience appropriateness – Student speaks appropriately to the audience.

Clarity and organization – Presentation is clear and easy to follow

Knowledge – All the required information (e.g., background on hometown, data gathering techniques, major findings from research effort) is included and credible.

Preparedness/delivery – Student is prepared, rehearsed, and uses effective verbal and nonverbal skills.

Visual aids – at least three visual aids are required; they must be utilized during the speech, legible, and enhance (not replace) speaking.

Appropriate presentation length – presentations need to be approximately 10 minutes in length (a couple of minutes under or over ten minutes is not a problem).

Grading Rubric:

To receive an “A”, a presentation must adequately and competently meet all of the above criteria.

Presentations will receive a “B” if they have minor difficulties in one to a few of the above criteria.

Presentations will receive a “C” if they have minor difficulties in many or all of the above criteria OR moderate difficulties in one to a few or the above criteria. Presentations will receive a “D” if they have moderate difficulties in many or all of the above criteria, or substantial difficulties in one or a few of the above criteria. Presentations will receive a “F” if they have significant shortcomings in most or all of the criteria listed above.

Sample Assignment for SOC 337 Society, Globalization and Risk Global and Multicultural Awareness

Research Paper on a Country of Choice:

Students will complete a 6-8 page research paper (type-written, double-spaced, with 1” margins and 10 to 12 point font) which examines, in detail, the ways in which one country (besides the United States) is being affected by globalization. Papers will be due toward the end of the semester.

Papers should include the following:

Introduction

- State the country you are examining
- Give general background info about the country (ie. where it is located, wealth of the country, population, cultural information, etc.)
- Briefly describe general social and economic conditions in this country

Research findings

- Describe in detail, the conditions of globalization
 - Discuss the history of globalization within that country
 - Report on the current globalization issues faced by citizens of the country by choosing 2-3 of the following:
 - Politics and government, including suppression of civil society and denial of civil rights
 - Challenges to economic development, including debt crisis and lack of infrastructure
 - Labor, including unemployment, underemployment and unsafe labor conditions
 - War and terror
 - Involvement in international crimes, such as arms dealing and people trafficking
 - Environmental degradation, including unsustainable use of natural resources and air and water pollution
 - Health crises, including widespread incidence of particular diseases (such as HIV/AIDs and malaria), unsanitary living conditions, and inadequate medical infrastructure (such as lack of hospitals, doctors, and nurses)
 - Exploitation and oppression of people due to their gender, sexuality, race/ethnicity, age, and social class.
 - Discuss the implications or consequences globalization has for citizens of the country
 - Include a brief history of citizen struggles/rights as they pertain to globalization and discuss movements/activism in this area

Conclusion

- Summarize what you learned about the impact of globalization in this country

Format and Style

- The paper should be clear, well-organized, and follow the required format.

- _ The paper should be free of spelling and grammatical errors, and proofread.
- _ You should include a minimum of 3 sources in addition to the course materials and attach a bibliography page. The sources can be books or articles, information on a movement or organization, its history, its mission, goals, etc. Be careful to choose credible sources, ones which include evidence of academic research or which come from experts in the field.
- _ You must cite ALL information borrowed from other works in your paper.

Grading Rubric

A Papers Will:

1. Meet minimal page length requirements
2. Include a minimum of 3 credible sources in addition to the course materials, and an attached bibliography page.
3. Correctly cite ALL information.
4. Be clear and well-organized, free of spelling and grammatical errors, and proofread.
5. Provide general background on the country being researched, including its location and population.
6. Provide current information on the social and economic conditions of the country, such as leading industries, major agricultural exports (if any), unemployment rate, and dominant and minority groups.
7. Discuss the history of globalization within that country, including the presence of any transnational corporations (TNCs), international non-government organizations (INGOs), and global social movements (GSMs).
8. Discuss 2-3 globalization issues/challenges facing that country, including correct attribution of these issues/challenges to globalizing processes and pressures (how, exactly, has the globalization process produced these problems in this country?)
9. Use these 2-3 issues as a jumping off point for discussing the implications or consequences globalization has for citizens of the country, for example, who is likely to benefit from globalization and who is likely to bear the costs of globalization?
10. Include a brief history of citizen struggles/rights as they pertain to globalization, especially as citizens struggle in collaboration with, or against, global actors such as TNCs, INGOs, and GSMs.
11. Provide a succinct summary of what you learned about the impact of globalization in this country

B Papers Will Do One of the Following:

1. Correctly address all the above criteria *except for* falling 1-2 pages short of minimal page length requirements.
2. Correctly address all the above criteria *except for* persistent grammatical and spelling errors.
3. Meet minimal page length requirements, meet source and citation requirements, be well written with few if any spelling and grammatical errors, but have minor problems in several of the content-specific areas mentioned above.
4. Meet minimal page length requirements, meet source and citation requirements, be well written with few if any spelling and grammatical errors, but omit one of

the content-specific areas mentioned above while competently covering the remaining content-specific areas (for example, student only writes about 1 global challenge/issue within the country they are researching, but does that and the rest of the paper very well).

5. Meet minimal page length requirements, meet source and citation requirements, be well written with few if any spelling and grammatical errors, and covers all of the content-specific areas mentioned above competently *except for* an inability to clearly explain how the issues/challenges they research qualify as global in nature.

C Papers Will Do One of the Following:

1. Mostly address all the above criteria in a correct and competent manner *except for* falling 2-3 pages short of minimal page length requirements.
2. Correctly address all the above criteria *except for* abundant grammatical and spelling errors and/or problems with organization and clarity.
3. Meet minimal page length requirements, meet source and citation requirements, be well written with few if any spelling and grammatical errors, but have moderate problems in several of the content-specific areas mentioned above.
4. Meet minimal page length requirements, meet source and citation requirements, be reasonably well written with few spelling and grammatical errors, but omit two of the content-specific areas mentioned above while competently covering the remaining content-specific areas (for example, student only writes about 1 global challenge/issue within the country and also fail to cover citizen struggles against globalization in that country).

D Papers Will Do One of the Following:

1. Mostly address all the above criteria but will do so in an abbreviated manner, so that paper length falls more than 3 pages short of minimal page length requirements.
2. Partially address all the above criteria with abundant grammatical and spelling errors and/or pervasive problems with organization and clarity.
3. Meet minimal page length requirements, meet source and citation requirements, be reasonably well written with few spelling and grammatical errors, but have major problems in several of the content-specific areas mentioned above.
4. Meet minimal page length requirements, meet source and citation requirements, be reasonably well written with few spelling and grammatical errors, but omit three of the content-specific areas mentioned above while competently covering the remaining content-specific areas (for example, student only writes about 1 global challenge/issue within the country and also fails to cover the current social and economic conditions of the country as well as citizen struggles against globalization in that country).

F Papers Will:

1. Have significant shortcomings in most or all of the criteria listed above (under criteria for “A” papers).

**SAMPLE ASSIGNMENT FOR SOC 337
GLOBAL CITIZENSHIP COMPETENCY
GLOBAL AND MULTICULTURAL AWARENESS**

WEEK 10 IN-CLASS GROUP WORK

Make sure one person writes up a report of your group discussion to hand in for grading. Everyone in the group should sign their name before handing it in.

In Chapter 5, Cohen and Kennedy talked about political rights, civil rights, and social rights. These were rights that were historically extended to citizens within the purview of *some* nation-states, with civil rights typically being the first to be offered and social rights the last.

As a reminder:

Civil rights: right to own property and arrange contracts; right to free assembly, speech, and thought; and the right to expect justice from an impartial legal system based on laws that apply equally to all. (pp.124-125)

Political rights: confer the ability to participate in national decision-making through voting for the political party of your choice at elections; the right to form your own social movement; and the right to seek access to positions of leadership in party, government, or some other power-exercising forum. (pg. 125)

Social rights: access to welfare provisions that provide a protective floor below which family incomes are not supposed to fall. Normally, such rights include old age, disability, family and unemployment benefits and the right to decent housing, education, and health. (pg. 125)

This week, I want you to focus in on social rights, addressing the following issues:

1. Develop a Malthusian argument about the relationship between population and resources to explain why there might be a pervasive lack of meeting people's "social rights" in the world today.
2. Once you have developed your Malthusian argument, address the issue of whether or not you find it compelling. Do you think it is the best explanation for the widespread failure to meet social needs, a partial explanation, or a completely erroneous explanation? Besides overpopulation, what is another factor (or other factors) which might explain widespread failure to meet people's "social rights" in the world today?
3. Using material covered in the course to date, identify three groups/types of people whose "social rights" are not being met. Come up with a policy response for each group which would help improve the "social rights" of these people, and specify the level of government (e.g., local, state, national, international) you think would be the best choice to implement each of these policies, explaining the reasons for your choices. From the same list, pick another level of government you believe would be a woefully inadequate choice to implement your "pro-social rights" policies and explain the reasons for your choices.

Rationales for Proposed Course Revisions

1. Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives.
2. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. SOC 337 Society, Globalization and Risk meets these criteria due to its emphasis on the myriad ways globalization is affecting people and organizations, not only around the world but also locally, in our students' hometowns. The political, social, cultural and economic changes that are transforming global society are the subject matter of this course. Hence, students who have taken this class will use their increased awareness of the challenges and risks facing the global community to engage in empirically and theoretically informed debates and take social action around such social justice issues as women's and children's oppression, human trafficking, terrorism, environmental degradation, cultural imperialism and Western hegemony, and the religious fundamentalism or suppression, etc. The readings and assignments have been extensively revised to highlight the interconnectedness of individuals, institutions, and non-dominant populations within the United States. It thereby meets the Global Citizen competency as a Liberal Studies elective.

The course's design also meets the required content of Global and Multicultural Awareness. Specifically, it introduces students to the historical and contemporary relationships between dominant, modernized, industrial nations and colonized, traditional, developing nations. The course content emphasizes cross-cultural awareness with a particular focus on deepening students' understanding of the perspectives and life ways that shape dominant/subordinate group relations around the world. In particular, students are asked to evaluate non-dominant cultures in their own terms and consider the possibility that traditional societies have things of value to teach those in the modern world, especially in terms of reducing our vulnerability to manufactured risks.

3. Liberal Studies course approval general information questions have been addressed.

Liberal Studies Course Approval General Information

1. This course is offered every two years and can be taught by several professors in the Department of Sociology. Instructors involved in teaching the course will meet every year to exchange syllabi, discuss new possible content (in keeping with new pedagogy and research on the subject matter), and review the course objectives, guidelines and grading criteria. Such meetings will ensure the maintenance of basic equivalency.
2. By virtue of the subject matter and content, this course focuses on the relationships and power differences between and among White Americans/Europeans and non-whites around the globe, with particular focus on the forces of economic and political oppression that have created ethnic and religious tensions that pose serious challenges for global society. In addition, the experiences and conditions facing women and children in the global labor market, both locally and internationally, constitute a significant portion of the course content. Readings include the works of authors, both male and female, from non-dominant cultures, including Frantz Fanon's *Wretched of the Earth*, Winona LaDuke's essays on environmental racism, and Edward Said's classic, *Orientalism*.
3. As indicated on the syllabus, this course has, beyond the required textbook, several options for a supplemental, non-fiction supplemental reader (CQ Researcher. 2010. *Global Issues*, or Anthony Giddens' *Runaway World: How Globalization is Reshaping Our Lives (2003)*
4. This is not a majors' course but is designed to serve as an elective for Sociology majors and minors. This course serves as an elective for PLSC and HIST Pre-Law majors, SSED-Economics majors, while also serving IUP's general student population, by providing an introduction to the multifaceted history and topic of globalization.

Syllabus of Record
SOC 337 – World Societies and World Systems

I. Catalog Description

Prerequisite: One of the following: ANTH 110, ECON 101 or 121, GEOG 230, HIST 202, PLSC 101 or 282, SOC 151 **03c-1-03cr**

A detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the sixteenth century and has since expanded to include the entire globe. Topics include societies during the preindustrial era; the emergence of modern capitalism in the sixteenth century; relations between developed and less-developed societies in the world; the ascent and decline of nation-states in the modern world; the current plight of the Third World; the rise and demise of socialism in the twentieth century; and various scenarios for the human future.

II. Course Outcomes

In this course, students will:

- a) Compare and contrast industrial/modern societies with pre-industrial/traditional societies;
- b) Trace major historical developments in the emergence of the modern world system, including the development and spread of capitalism, colonialism, and the nation-state;
- c) Identify major factors driving globalization;
- d) Connect their own personal life circumstances with broader global trends and developments;
- e) Analyze major threats and challenges facing the global community;
- f) Identify various forms of reactions and resistance to globalization, such as the rise of various kinds of fundamentalisms.

III. Course Outline [Below are example topics and content for this course]

- Week 1: The European Enlightenment**
Classical social theorists' attention to comparative, historical studies
Immanuel Wallerstein's World Systems Theory
Cosmopolitanism
Anthony Giddens' concept of "runaway world"
- Week 2: Globalization**
Time-Space Compression
Major Global Actors, such as NGOs, INGOs, and TNCs
Costs and Benefits of Globalization
- Week 3: Pre-industrial societies and pre-modern civilizations**
Emergence of Europe as leading global power in the 17th century
Colonialism
Post-Colonial Global Economic Framework (e.g., Bretton Woods, neo-liberalism)

- Week 4:** Fordism and scientific management (Taylorism)
 Mass consumption
 Decline of U.S. economic leadership since the 1970s
 Post-Fordism
 NICs (Newly Industrialized Countries)
- Week 5:** Development of nation-states
 Political rights, civil rights, social rights
Gemeinschaft versus *Gesellschaft*
 Multiculturalism and nation-states
 History of and current challenges facing NATO
- Week 6:** The Global Economy
 Pre-Modern Trading Networks
 Global Supply Chains
 TNCs (trans-national corporations)
 Export Processing Zones (EPZs)
- Week 7:** Social stratification in Latin America
 Left-leaning and Right-leaning Latin American governments
 Latin-American guerilla movements, such as FARC
 Consequences of neo-liberal policies in Latin America
- Week 8:** Poverty and underdevelopment
 Absolute versus relative poverty
 Winners and losers of neo-liberal policies
 Entitlement Theory of Famine/Hunger
 Green Revolution
- Week 9:** International crime, including the drug trade, arms trade, terrorism,
 white collar crime, corporate crime
 External versus manufactured risk
 Civil War in the Horn of Africa
 Civil rights violations in the Horn of Africa
- Week 10:** Population and Migration
 Malthusian theory
 Crude birth rate, crude death rate, fertility rate
 Women's status and family size
 Refugees
 Internally displaced persons (IDPs)
- Week 11:** Global Religion
 Secularization
 Huntington's Clash of Civilizations
 Religious fundamentalism, at home and abroad
 Fundamentalism and nationalism
 Anthony Giddens' theory of fundamentalism

Week 12: Women and children in the contemporary world
 Men, women, children, and sexuality in traditional families
 First- and Second-Wave Feminism in the U.S.
 North-South differences among feminists
 Women and warfare
 Child soldiers
 Global care chains

Week 13: Ethno-national identities in a globalizing world
 The resurgence of localism
 Separatist movements
 The Balkans
 Diasporas

Week 14: Building a sustainable future
 Environmental movement
 Renewable versus nonrenewable resources
 Carrying capacity
 Health and the environment
 Global climate change
 Carbon trading

Week 15: Exam Week
 Culminating Activity: Examination and/or Presentations
 [Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class, on-line or take-home; multiple choice and/or essay)	0 to 40%
Exams (may be in-class, on-line or take-home; multiple choice or essay)	25 to 75%
Other forms of evaluation	<u>0 to 50%</u>
	Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Cohen, Robin and Paul Kennedy. 2007. *Global Sociology* (2nd Edition). New York: New York University Press. ISBN: 978-0-8147-1685-4.

CQ Researcher. 2010. *Global Issues*. Thousand Oaks, CA: Pine Forge Press. ISBN: 978-1-4129-8037-1.

Giddens, Anthony. 2003. *Runaway World: How Globalization is Reshaping Our Lives*. New York: Routledge. ISBN: 0-415-94487-2.

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

Albrow, Martin. 1996. *The Global Age: State and Society Beyond Modernity*. Cambridge: Polity Press.

Bauman, Zygmunt. 2000. *Liquid Modernity*. Cambridge: Polity Press.

Beck, Ulrich. 2007. *The World at Risk*. Cambridge, UK: Polity Press.

Beck, Ulrich, Anthony Giddens, and Scott Lash (eds.). 1994. *Reflexive Modernization: Politics, Tradition and Aesthetics in the Modern Social Order*. Cambridge: Polity Press.

Cohen, Robin. 2006. *Migration and its Enemies: Global Capital, Migrant Labor, and the Nation-State*. Aldershot, UK: Ashgate.

- Delanty, Gerard. 2000. *Citizenship in a Global Age: Society, Culture, Politics*. Buckingham, UK: Open University Press.
- Eitzen, D. Stanley. 2007. *Solutions to Social Problems: Lessons from Other Societies (4th Edition)*. Boston: Pearson.
- Giddens, Anthony. 1990. *The Consequences of Modernity*. Cambridge: Polity Press.
- Harvey, David. 2003. *The New Imperialism*. Oxford: Oxford University Press.
- Held, David and Anthony McGrew. 2002. *Globalization/Anti-Globalization*. Cambridge: Polity Press.
- Hutton, Will and Anthony Giddens (eds.). 2000. *On the Edge: Living with Global Capitalism*. London: Jonathan Cape.
- Jackson, Robert. 2010. *Annual Editions: Global Issues*. Boston: McGraw-Hill.
- Juergensmeyer, Mark. 2003. *Terror in the Mind of God: The Global Rise of Religious Violence*. Berkeley: University of California Press.
- Kenae, John. 2003. *Global Civil Society?* Cambridge: Cambridge University Press.
- Lechner, Frank J. and John Boli. 2005. *World Culture: Origins and Consequences*. Oxford: Blackwell.
- McMichael, Philip. 2000. *Development and Social Change: A Global Perspective (2nd Edition)*. Thousand Oaks, CA: Pine Forge Press.
- Raworth, Kate. 2005. *Trading Away Our Rights: Women Working in Global Supply Chains*. Oxford: Oxfam International.
- Ritzer, George. 2004. *The Globalization of Nothing*. Thousand Oaks, CA: Pine Forge Press.
- Sernau, Scott. 2006. *Global Problems: The Search for Equity, Peace and Sustainability*. Boston: Pearson.
- Sklair, Leslie. 2001. *The Transnational Capitalist Class*. London: Blackwell.
- Wallerstein, Immanuel. 1974. *The Modern World System: Capitalism, Agriculture, and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press.

[See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	2. Time, Continuity and Change 5. Individuals, Groups and Institutions 6. Power, Authority and Governance	(a)- (d), (f) (b) – (f) (a), (b), (e), (f)	Quizzes Papers Exams Presentations