

Proposal for Connections: Local to Global

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1. What course does the department plan to offer in Connections?

SOCL 376: Sociology of Globalization

Which subcategory are you proposing for this course?

Local to Global

2. How will this course meet the specific learning objectives of the appropriate subcategory?

a. Analyze issues on local and global scales.

Major changes are taking place not only locally, but also at the global level that need to be understood and contextualized. A simple act of pumping gas in Bowling Green or elsewhere in America has major global implications. For example, such an action could be: fueling wars in far off places, responsible for people being forcibly evicted from their homes to make way for new oil fields, an expansion or advent of poverty and absolute misery because of oil spills, or people being denied their democratic rights because oil dollars are propping up dictators. What of the climate change that is devastating farmers, or the increased taxation of Americans to sustain standing armies in foreign countries to keep the oil spigots flowing? This course will introduce student to the dimensions of the local and global society to include (but not limited to) markets, trade, development, social movements, migration, and terrorism. Students will be challenged to think of how their lives are linked with countless anonymous others through information, trade, migration, money, technology and even culture. By the end of the course students will be expected to have a good understanding of what is going on around them with the view that skills developed in this course will empower them to become savvy and informed global citizens.

b. Examine the local and global interrelationships of one or more issues.

The focus of this course is a sociological inquiry of the Globalization process, especially related to the destabilizing effects of economic globalization on local communities in America. The course specifically emphasizes policies, enacted by local communities to mitigate these effects, which are geared toward restoring a degree of stability in their economies. These policies ensure local populations have job opportunities and an economic base that guarantees a decent standard of living for their citizens. For example, some such communities have adopted policies that have enabled production of niche products that ultimately give them competitive advantage over other production sites. Still other communities respond to global dynamics by using local resources both intensively and extensively. Each approach results in an expansion and diversification of the local economic base. While others are forming community corporations that are meant to save businesses that are collapsing due to global forces in order to safeguard the viability of their communities and to protect the symbol of community identity.

c. Evaluate the consequences of decision-making on local and global scales.

Frankly, the above objective is central to the course. Examples of such include:

- Evaluation of the effects of globalization on local communities. For example, the impact of female/male migration on families left behind and those at the receiving end.
- Delineation of inequalities that engender globalization by looking at the North/South divide in social and economic development. Evaluation of evidence in an attempt to understand whether bridging the divide is possible/probable.
- Examination of how grass-root indigenous movements are challenging global forces by using global narratives to safeguard their natural habitats and ensure their survival.

3. Why should this course be in Colonnade?

As a Professor, I have learned how provincial most of our students' worldview is. Students are often unexposed and sometimes uninterested in what is going on beyond their local environments despite their lives being affected by global events. It is important for students to know that locally situated lives are influenced by global forces, such as geopolitical struggles, global markets, labor migrations, and more. Students taking this course will be made aware of the world around them thereby equipping them with critical skills to understand global issues. Such a skill, presently underdeveloped, will benefit students, and for that matter the commonwealth and society, as they interact with diverse others in their places of employment and provide them with knowledge that will empower them to creatively deal with global issues. I believe that the success of America as society in the globalized world will be dependent on students learning skills that will make them competitive in the global market, hence the need to understand the structural and cultural underpinnings of globalization. All things considered, this course will help enhance the student's critical thinking of what is going on in the local and global 'worlds', a goal general education is supposed to accomplish.

4. Please identify any prerequisites for this course.

None

5. Syllabus statement of learning outcomes for this course.

At the end of the course, students will...

- 1) Understand the place of globalization within the overall study of sociology.
- 2) Understand how the global economy is organized and how globalization is theoretically and philosophically grounded.
- 3) Identify the winners and losers in the globalization process, their options for the future, and our own role (as individuals) in this increasingly globalized world.
- 4) Evaluate the growing prominence of diverse forms of resistance to globalization.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Each student will be required to write a final reflection paper about the course. The main objective of the paper is for the student to reflect on what they have learned from the course. Students will use the reflections they wrote throughout the course as their main resource, along with class discussions and course readings. The reflections will be evaluated on how students articulate the integration of local and global issues, how these issues are interrelated and how

decisions made at the local level are reflected globally and vice versa. Students will be required to produce a reflection paper of not more than 5 pages.

Each year, the departmental assessment committee will randomly select a sample of final reflection papers to assess the following learning objectives:

- Does the reflection analyze issues on both a local and global scale?
- Does the reflection examine the local and global interrelationships of one or more issues?
- Does the reflection evaluate the consequences of decision-making on local and global scales?

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

This course has an extensive reading list that students are expected to read. The course follows the following format: class begins with a brief introduction to the topic followed by class discussion of the readings. The discussions are guided by questions raised through each week reflections on the reading. The generation of questions and the subsequent class discussion are designed to help students develop skills in argumentation and use of evidence. Exams are also designed to reflect critical thinking rather than memorization. Here is an example of an exam question I have used in the past that asks for argumentation and use of evidence. According to classical economic theory, when countries follow the path of modernization the international gap between rich and poor countries is narrowed. How can you use the arguments and evidence presented in your readings to criticize this contention?

8. How many sections of this course will your department offer each semester?

One every Fall semester.

9. Please attach sample syllabus for the course.

Soc 376: Sociology of Globalization

Instructor: J. Musalia

Class Meeting: TR 11:10-12:30pm

Classroom: Grise Hall 247

Office: Grise Hall 129

Office Hours: TR 8:10-9:30am and by appointment

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This course is designed to introduce you to the broad area of International sociology. There are major changes that taking place within not only the local but the world society in general that needs to be contextualized and understood. We will be introduced to the various dimensions of the world society that will include but not limited to markets, trade, development, social movements, migration, terrorism to mention a few. While what we cover is not exhaustive by any means it gives you a taste of what international sociology is about. One thing that you should remember is that what happens in Afghanistan will have a direct effect on the U.S. indicating just how interconnected the world has become. Think of how we are linked via information, trade, migration, money, technology and even culture. How is this interconnectedness affecting our lives and the lives of others around us? This would be the central question that this course will examine. By the end of the course you should have a good understanding of what is going on around you, internationally.

By the end of this course you should:

1. Understand the place of globalization within the overall study of sociology.
2. Understand how the global economy is organized and how globalization is theoretically and philosophically grounded.
3. Identify the winners and losers in the globalization process, their options for the future, and our own role (as individuals) in this increasingly globalized world.
4. Evaluate the growing prominence of diverse forms of resistance to globalization.

COURSE REQUIREMENTS:

Course requirements include class attendance, class participation, group activities, assigned readings, and exams.

Examination.

(i) You will be expected to take a total of two in-class exams during the course of the semester. These exams will mainly take the form of short-answer and essay questions. Each exam will cover all the sections discussed prior to that exam. The exams will not be cumulative. This will account for 40% of your grade.

ii) You will also be required to turn in four one-two page brief **reflective** summaries of the readings from any of the topic areas we will be covering. The reflections should also raise at least one question for general discussion from the readings. In addition you will be required to submit a 4-5 page final reflection paper for the course. The reflections will earn you 30% of the grade. Each reflection is due by email to me by 8pm the day before the class when we do the readings in question, while the final reflection will be due the last week of class.

Group Project:

I want you to work in groups of twos for this project. You will present your findings in class during the last two weeks of class. Pick a country and examine the impact of globalization on that country. You will be required to research your selected country's role in globalization. Examine how your country is affected by globalization, its role in affecting other countries. What

do you think the people in this country think about globalization (speculate)? Use the course material to guide your choice of topic(s) to focus on. Limit the length of your write up to 5 double-spaced pages. I will need to have a copy of your work after you present. This assignment will account for 20% of your grade. Details of this project will be given in class.

Class Participation:

You will also be expected to actively participate in the learning process by asking questions, answering questions, and making any meaningful contribution to the learning of the subject matter under discussion. Class participation will carry a maximum of 10%.

Late assignments:

Ordinarily, I DO NOT accept late assignments. Should any emergency arise that will prevent you from handing in your assignment in time you must contact me regarding this NOT LESS THAN 24 HOURS before the assignment is due. Documentary evidence will be required to support your absence.

Final Grade:

Your final grade will be computed based on the percentage weightings indicated. In the event of a borderline grade, I may use my discretion in adjusting grades based on course participation and effort. Incompletes will not be given, except in unusual circumstance.

Your letter grades will be assigned as follows:

A = 90.00 – 100.00% C = 70.00 – 79.99%
B = 80.00 – 89.99% D = 60.00 – 69.99%
F = < 60%

COURSE GUIDELINES

I am generally a friendly person, but take class matters rather seriously. Because of this, I have guidelines for the class that need to be considered carefully. Your continued attendance of this class after reading these guidelines will be considered as an agreement to abide by the guidelines.

Be on time. I start and finish my classes on time. Moreover, I take roll only once - at the beginning of class. Getting to the class after the roll has been taken will NOT be considered as an attendance for purposes of this course.

2. I do not give make-up exams except on extreme and documented emergencies. Besides, the dates for the exams are FIXED and cannot change, save for under very severe and extreme circumstances.
3. This course is designed to be informative and the assignments and exams will be used to find out if this goal is being achieved. If for any reasons

you are encountering any difficulties regarding this course or its requirements, see me immediately.

All assigned readings for each class should be completed BEFORE the day's class.

5. In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.

Disclaimer:

This syllabus is subject to change by the course instructor any time during the course of the semester should such changes be necessary to facilitate the pedagogical objectives of this course.

NOTE: Keep copies of all your course work including reflection papers, exams, and essay until you get your final grade.

REQUIRED READING:

This class has one required book, which can be sourced from the bookstore.

Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About it*. New York: Oxford University Press.

The rest of the reading materials will be accessed through Blackboard (<https://blackboard.wku.edu>).

Supplementary reading/video.

I have ordered the New York Times newspaper to supplement our course readings. While you will have a hard copy on Tuesdays and Thursdays, I encourage you to read it online on the other days and look for articles that deal with global issues (www.nytimes.com).

The course will also be using material from the PBS series "Commanding Heights: The Battle for the World Economy", which we will watch sections of it in class to illustrate important elements of globalization. The full video is available online, which may prove helpful as you review for the tests. Here is the video online address:

<http://www.pbs.org/wgbh/commandingheights/hi/story/index.html>