

Global Society  
(SOCL 4551)  
Spring 2016

Mark Schafer (225-229-7765)

Office 1: 110A Stubbs Hall (Tuesday and Thursday), 578-5032

Office Hours: Tuesday and Thursday from 1:30-2:30 (or by appointment)

Office 2: 131 Martin Woodin Hall (Monday, Wednesday, Friday), 578-5357

Email: [mschaf1@lsu.edu](mailto:mschaf1@lsu.edu)

## COURSE DESCRIPTION

Welcome to Global Society. You have seen the bumper sticker or heard the saying, “Think Globally, Act Locally”. This course will primarily concentrate on the global part of this adage; and you will also be encouraged to think about local implications. Specifically, my course encourages students to think critically about globalization, in all its many forms and definitions, and how it impacts countries around the world and also families and communities in the United States and Louisiana. To accomplish this objective, I ask students to engage with course material throughout the semester in two very different ways.

First, I ask all students to keep up with readings. Each week, I ask (**i.e., require**) students to read, reflect on, write about, and discuss the readings about globalization in our course reader. These are original writings of some of the most influential sociologists, political scientists, economists, and others who, together, have helped us to form a better theoretical understanding of how our world is becoming “increasingly interdependent” and “global”. Importantly, I do not expect students to agree with all readings (I certainly do not); I only expect student to understand and reflect on assigned readings.

Second, I will ask each of you to “adopt” a country and a town (assigned by me at the beginning of the semester) and to conduct online research about how these two places “fit” into global society. The purpose of these assignments are to help you gain a better practical understanding of the extent to which one specific nation-state (country) and one specific town in the United States (town) have been influenced by globalization.

At times, the two tracks might seem very disconnected from one another, but by the end of the semester all of you should start to appreciate some connections between the conceptual world of academics theorizing and “thinking globally” and the concrete actions of real people living in specific places “acting locally”.

## COURSE EXPECTATIONS AND CLASS STRUCTURE

This primarily **discussion-oriented** course requires all students read, reflect, and write before we discuss material in class. A typical week will proceed as follows:

1. **Outside of Class, before Tuesday's Class:**  
Students will read all readings in a Chapter and write 1-page reflection
2. **Tuesday's Class:**  
Students use their reflections during class discussion and activities. Activities are designed to clarify and expand upon the assigned readings.
3. **Thursday's Class:**  
Continued discussions, class exercises, videos, or guest speakers that further deepen an understanding of globalization and global processes.
4. **Outside of Class, any time before Saturday Evening**  
Students will do Internet Research examining how specific aspects of globalization impact a specific country and/or a local community.

**In Class**, students will discuss course topics in pairs or small groups of 3 or 4. Therefore, all students must commit to (1) completing all reading and writing assignments on time and (2) attending all classes. This is absolutely critical. If you cannot make a commitment to regular class attendance **I strongly encourage you to drop this class now!**

**Outside of Class**, students are expected to work on their own, reading, doing Internet Research, and preparing for essay-style exams.

#### **REQUIRED COURSE MATERIAL:**

Lechner and Boli. The Globalization Reader: Fifth Edition

#### **COURSE REQUIREMENTS**

- |                                                                                                                                                                                                                                                       |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| (1) Reflection Papers:                                                                                                                                                                                                                                | 40% |
| <ul style="list-style-type: none"> <li>• Read assigned readings</li> <li>• Write 1-page reflection on readings</li> <li>• Bring reflection to class and participate in discussions</li> <li>• 12 Reflections (4 points each: Keep best 10)</li> </ul> |     |
| <b>2 points for a full-page reflection, 1 point each for Tuesday and Thursday participation</b>                                                                                                                                                       |     |
| (2) Two in-class essay-style exams:                                                                                                                                                                                                                   | 30% |
| Mid-Term: 15%                                                                                                                                                                                                                                         |     |
| Final: 15%                                                                                                                                                                                                                                            |     |
| Six questions distributed week before exam. Three questions will be on exam.<br>Students will write essay answers to <u>two</u> of three questions.<br>No readings assigned during exam preparation                                                   |     |
| (3) Forum Posts & Presentation                                                                                                                                                                                                                        | 30% |
| <ul style="list-style-type: none"> <li>• Conduct Internet Research</li> <li>• Create Powerpoint (copy/paste information and links)</li> <li>• Post on Forum before deadline (see Calendar below)</li> </ul>                                           |     |

- 8 Forum Posts (4 country, 4 town): 4 points each, Keep best 6
- 6 points for end of Semester Country/Town presentation

**Extra Credit:** Limited extra credit points are given for outstanding work on in-class activities and for extra Reflection Papers and Forum Posts (provided all classes are attended that week)

## COURSE GUIDELINES

1. **Participation is mandatory. Class attendance is mandatory.** Plan to attend every session, arrive on time and stay until the end of the scheduled class period. I will make every attempt to begin and end each class on time. If you cannot commit to regular class attendance I strongly encourage you to drop this course now.
2. **All reading and writing (Reflection Papers) are to be completed before Tuesday's class.** The reading requirements will be reasonable length and difficulty. Reading before class is absolutely critical for useful in class discussions and activities. I am confident that all students will enjoy most of the assigned readings.
3. Uphold the highest standards of **academic integrity** as outlined in LSU's Code of Student Conduct. <http://students.lsu.edu/saa/students/code>. Most LSU students uphold these standards every day. Unfortunately a tiny fraction of students violate these basic guidelines for appropriate student conduct. As required, I must report any misconduct to the Dean of Students. For our class, this generally means that students work on their own outside of class.
4. **In-Class Exam Make-Up Policy.** In-class essay exams are fair to all students when they all have the same length of time to prepare. Therefore, plan to take both exams on the scheduled day and time. Make-up exams will only be given for excused absences and they will not be the same as the regularly scheduled exams (ie. A different exam of the same difficulty level).
5. **Reflection Policy.** I require all students to read before class discussions, but I do not require any student to agree with any particular reading or author (I certainly do not). Reflections should demonstrate *understanding* of the key points of the reading even when students disagree with a perspective.
6. **In-Class Discussion:** Discussion-oriented courses require students to engage with the material and with one another. I encourage all students, when reading material or listening to others to (1) form and express their own views clearly, openly and honestly; (2) listen to other students' opinions; (3) correct any misunderstandings expressed by other students and to seek my input for clarification, and, finally, (4) respect all views irrespective of whether they are consistent with your own. Students may earn additional participation points for particularly thoughtful discussions.
7. **Writing Policy:** I expect high quality, thoughtful, organized writing. I will make my expectations for written work as clear as possible. I encourage students who need help with writing to seek assistance from me or from campus organizations such as the Center for Academic Success.
8. **Open Door Policy:** I want students to learn a lot and to earn good grades in my courses, so I try to make them enjoyable, but not easy. I also try to be available to students who need

clarification on course material or expectations. All students are invited, encouraged, and welcome to contact me by email, to arrange for a meeting, or to come during my office hours to discuss the course.

9. **Notebook/Laptop/Internet Policy.** I am pro-tech, and I encourage all students to bring laptops, tablets, and smartphones to class and to use them during class activities when appropriate. There will be many occasions when the Internet will be both appropriate and extremely helpful. There will be other occasions when texting or using technology is inappropriate—and I will let students know when they may or may not use their devices. Generally, we will not use devices during class discussions, but sometimes we will use devices to access the Internet. It is inappropriate to wear headphones in class.

10. **Classroom Environment.** Have fun and relax during in-class activities in this course. This is a chance to think about some of the global trends that will shape our lives for the next several decades. If, sometimes, you feel you are a little out of your comfort zone, that's okay. "No growth in the comfort zone, no comfort in the growth zone". At the same time, my goal is to craft a classroom environment that is welcoming for all students and allow each one of us to express ourselves freely, and to learn from one another.

## CALENDAR OF TOPICS AND ASSIGNMENTS

### **WEEK 1**     Jan 14

Th     Introduction: Course Overview

### **WEEK 2**     Jan 19 & 21

Experiencing Globalization: Readings 12-19

### **WEEK 3**     Jan 26 & 28

Debating Globalization: Readings 1-5

Forum 1 Due Friday, January 29

### **WEEK 4**     Feb 2 & 4

Explaining Globalization: Readings 6-11

Forum 2 Due Friday, Feb 5

### **WEEK 5**     Feb 9 & 11

Mardi Gras Week—No Class on Tuesday, Video on Thursday

No Forum due this week

### **WEEK 6**     Feb 16 & 18

Globalization and the World-Economy: Readings 20-27

Forum 3 Due Friday, Feb 12

### **WEEK 7**     Feb 23 & 25

Globalization and the Nation-State: Readings 28-32

Forum 4 Due Friday, Feb 19

### **WEEK 8**     Mar 1 & 3

Global Governance: Readings 33-38

Midterm Questions handed out on March 3

No Forum Due this week

**WEEK 9** Mar 8 & 10

Midterm Review (Mar 8) and Exam (Mar 10): No Readings

No Forum Due this week

**WEEK 10** MAR 15 & 17

Globalization, INGOs, Civil Society: Readings 39-45

Forum 5 Due Friday, March 18

**WEEK 11** Mar 22 & 24

Spring Break, No Classes or Assignments

**WEEK 12** Mar 29 & 31

Globalization and Media: Readings 46-51

Forum 6 Due Friday, April 1

**WEEK 13** Apr 5 & 7

Globalization and Religion: Readings 52-57

Forum 7 Due this Week

**WEEK 14** Apr 12 & 14

Globalization and Identity: Readings 58-63

Forum 8 Due Friday April 15

**WEEK 15** Apr 19 & 21

Global Environmentalism: Readings 64-69

Presentations on Thursday April 21

**WEEK 16** April 26 & 28

Alternative Globalization and the Global Justice Movement: Readings 70-76

Presentations on Thursday, April 28

Final Essay Exam Questions Distributed on Thursday, April 28

**Final Exam: Thursday May 5 from 3:00 – 5:00pm**

Forum Post Due Dates:

The blog entry can be submitted any time before the Due Date for full credit. Ten points will be deducted for all blog entries submitted after the due date. Ten more points will be deducted for blog entries submitted after the next due dates. And so forth.

Country Posts:

Forum Post 1:	Basic Information/5-day Tour	Due Friday, January 29
Forum Post 3:	Experience, Inequality, Economy	Due Friday, February 12
Forum Post 5:	Nation-State, Governance, INGOs	Due Friday, March 17
Forum Post 7:	Media Religion	Due Friday, April 8

Town Posts

Forum Post 2:	Basic Info and Trends	Due Friday, Feb 5
Forum Post 4:	Local Government & Industry	Due Friday, Feb 19
Forum Post 6:	Social Capital & Media	Due Friday, April 1
Forum Post 8:	Religion & Identity	Due Friday, April 15

Country/Town Presentations:

All material up through Global Environmentalism  
10-minute Powerpoint presentation

Group 1 presents on Thursday, April 21

Group 2 presents on Thursday, April 28