

WORLD SOCIETY – ORIGINS & CONSEQUENCES of GLOBALIZATION
SOCY-15 / Summer 2020

Fully Online Course - Asynchronous (No Live Lecture)

Instructor: Shun-Nan Chiang (he/his)

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Office Hours: Weekdays by appointment. You must schedule in advance via Email & Meet online via Zoom or any other free software/app that you are familiar with.

TA: Yi-Chen Liu (he/his)

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Office Hours: Thursday 4 pm – 5:30 pm PDT or by appointment. You must schedule in advance via Email & Meet online via Zoom or any other free software/app that you are familiar with.

Course Description

This course takes a global perspective to understand contemporary society — a "world society" beyond the boundary of national states. This means we move our focus beyond the boundary of the U.S. to pay attention to issues happening in other countries and regions. More importantly, we focus on interconnectedness across countries and between different societies. In specific, this course focuses on political-economic globalization from a historical perspective and within a sociological framework. To facilitate you to better understand the origins, mechanisms, and consequences of our increasingly interconnected world, this five-week course will be divided into two parts.

In the first week, we build up an overall understanding of the historical development of the political-economic globalization. In the following four weeks, we examine four particular aspects of the political-economic globalization and how they connect with other types of globalization. These issues include 1) global production networks; 2) gender, migration, and service industry; 3) colonial legacies and racial capitalism; 4) the political responses to globalization and populist movements. Through readings, discussions, and other activities, the course will facilitate you to make critical assessments of globalization and better understand how globalization affects the lives and livelihoods of people across the globe.

Learning Outcome

During this course, you will have the opportunity to learn how to:

- Interpret the origins, processes, and debates concerning economic globalization from a sociological approach.
- Examine contemporary social issues from a non-US/Western-centric perspective of the world.
- Utilize various sources to develop and maintain a comprehensive understanding of contemporary world society.

- Carry out analyses of global issues while reflecting on your positioning from a global perspective.
- Develop your learning plan and constantly assess and modify your learning strategy.

Course Readings

- There is no textbook for this course, and you will not need to purchase any books. You will be able to access all the assigned reading on Canvas.
- Most of the readings will be a book chapter. For these book chapters, I encourage you to explore other chapters in these books. You will be able to access the electronic version of all the books via the UCSC Library website. (In other words, I only assign readings that you could access the entire book.)

Course Format

- **Asynchronous Course, NO live lecture:**

This is an "asynchronous" course. Being "asynchronous" means there are NO live lectures that we all meet online together at the same time. This also means the way classes are structured will be very different from what you may be used to and will require you to be a "**Self-Directed Learner**." Most of the learning will be based on reading assigned materials, online discussion, and self-reflection. My role will be a facilitator who supports your learning.

- **NOT a Self-Paced Course:**

It is important to note that "asynchronous" does not mean "self-paced." This 5-week course will be a fast-paced one. You will have specific assignments to finish each week. And you will NOT have the chance to finish all the assignments at the end of the course. Be prepared to invest in at least 20-30 hours EVERY week for this course. You will also need to plan out your study schedule in advance to avoid feeling overwhelmed and out of control during the summer session. I have developed a "**study journal**" assignment to facilitate you in managing your time and work.

- **A Student-centered Learning Approach:**

I employ a *student-centered learning approach* in this course rather than using a traditional lecture format (i.e., you listen to lectures to learn knowledge). The methods of learning in this course, thus, involve three major aspects:

- Careful and critical reading of assigned materials. I will provide you with a study guide every week to help you think and read materials with intention.
- Moderated group discussion. Everyone will be assigned to an online discussion group of around **eight** students. You will be mainly interacting with these group mates throughout the summer session. Everyone will rotate to serve as a facilitator and write up a summary report.
- Cultivation of the familiarity of what is happening across the globe. Everyone will be responsible for collecting and curating a series of global news every week so that we could constantly get in touch with the global world.

Learning Activities

- **Guided Reading Note:**

For each assigned reading, I will provide you with guiding questions to help you navigate and understand the readings. These questions will not be difficult and only involve basic knowledge I want to make sure you acquire by reading these book chapters or articles. You will need to "answer" these guiding questions by taking notes in any way you prefer to. However, you are not required to write lengthy answers or take extensive notes. The minimum requirement is **2-3 sentences** for each question.

- **Online Discussion:**

Online discussion is one of the core aspects of this course. Please be prepared to treat the online discussion as important as your final exam. This means you should set aside a fair amount of time and energy for different types of engagement during online discussion. It is also important to acknowledge that "group discussion" is NOT merely sharing your thoughts and opinions with others. A generative and constructive "group discussion" involves different types of tasks, skills, and practices. I will provide you a guideline on Canvas about different ways that you could engage with group discussion. There are three types of tasks/assignments in the activities of online discussion.

1. Prompt Design & Facilitation: You will facilitate one week of group discussion within your group of eight students. There are two specific components of this task. First, you will need to develop the theme for the discussion based on weekly assigned readings and relevant contemporary social issues of your choice. Second, you will be responsible to moderate the discussion and engage with your group mates to generate constructive discussions.
In each week, there will be two students who are responsible to develop prompts and facilitate the discussion. This means that each of the facilitators do not have the solo responsibility and less pressure. This also means all the participants will have choices to explore different directions of discussion.
2. Response: Aside from facilitating one week of online discussion, for the rest of the three weeks you will need to join online discussions facilitated by your group mates. While I expect that every group will have lively discussions every week, **the minimum requirement** is that you need to respond to the discussion thread at least **twice** a week. There is no particular requirement for the length of your responses.
3. Summary Report: Group discussions usually do not lead to substantive output and are difficult to review afterward. To substantiate all the group mates' contributions in the online discussion and help you understand how to improve the interactions of the group discussion, each week two group mates will be responsible to write up Summary Report to document how the discussion evolves, the dynamics of the group discussion, what the primary conclusions or contentions are some, or other long-standing puzzles during the discussion. I will also provide you with specific guideline on how to accomplish the Summary Report.

- **The World This Week:**

To facilitate you to cultivate the familiarity with the world society and develop tools and skills to stay connected with the global world, I develop this learning activity called “The World This Week.” Everyone will rotate to produce **one** edition of “The World This Week” over these five weeks.

In another document, I will provide you detailed instructions and some examples of how you could curate your edition of “The World This Week.” In general, there are two tasks you need to do for this learning activity.

1. Curation: For one of the weeks, you will be responsible to "curate" one edition of The World This Week focused on a particular theme of your choice. This “curation” will include three components: 1) **12-15 pieces of the news article** (title, summary, link to the source website); 2) a brief introduction reflecting on your rationale for curation; 3) a list of news outlets that you find reliable.
2. Short Response: For the weeks that you are not responsible for curating “The World This Week,” you are responsible for giving short responses and feedbacks. The minimum requirement is **one short response of 1-2 paragraphs**. You could focus on particular news articles, the general curation of The World This Week, or other thoughts you have when reading through the curation.

- **Study Journal:**

Study Journal is a Google Document that you share with me and the TA. I will provide detailed instructions on Canvas for how to create your Study Journal (Canvas/World Society/Modules/Week1).

I hope this Study Journal will serve as a platform for you to monitor and track your learning progress. It will also be a good way for me and the TA to know how you are doing during these five weeks and what measures we could do to support your learning.

You will be responsible for maintaining this Study Journal throughout the 5-week course. In specific, this Study Journal will include three components.

1. At the beginning of the course, you will need to develop your learning schedule for all the course assignments stated in the syllabus.
2. As the course moves on, you will need to update your Study Journal at least twice a week. Your update could be your reflections on your learning progress, your thoughts on what you learn from course materials, the difficulties and challenges you encounter, or any other things you want to write down that are related to your learning in this course.
3. At the end of the course, you will need to write a brief report evaluating your learning during these five weeks.

- **Your Tentative Weekly Schedule & To-Do List:**

As an asynchronous and online course, this course does not follow the usual schedule for lecture-based and in-person courses. You may need to develop a new work schedule to

accomplish all the assigned tasks. Below I lay out tentative weekly schedules and sequences of required tasks in the two parts of the course -- the first week and the following four weeks.

❖ **First week** (June 22 – June 28)

1. Sign up for the week slot that you will 1) facilitate the online discussion; 2) write the online discussion summary report; 3) curate The World This Week. (the Sign-Up Sheet could be accessed via Canvas/World Society/Modules/Week1; due Tuesday, June 23)
2. Follow the template to create your study journal in Google Doc and share the document with me and the TA. (the study journal template could be found via Canvas/Modules/Week 1; due Wednesday, June 24)
3. Read assigned materials (On Canvas/World Society/Files/Assigned Reading/Week 1 Reading).
4. Finish the Guided Reading Note and submit it via Canvas. (The Guided Reading Note could be downloaded via Canvas/World Society/Files/Guided Reading Note; due Friday, June 26)
5. Update your study journal at least **twice a week**. (Due Sunday, June 28)
6. Participate in the online discussion. (optional)
7. Begin to read next week's assigned materials. (if you finish all the tasks above)

❖ **For the following four weeks**, you will go through a similar set of steps:

1. Read assigned materials.
2. Finish the Reading Note and submit it via Canvas. (due Friday)
3. The World This Week
 - i. If you are responsible for curating The World This Week, post your curation on the Group Discussion Board on Canvas. (due Tuesday)
 - ii. Otherwise, provide at least one response to one curation of The World This Week. (due Friday)
4. Online Discussion
 - i. If you are the facilitator of the online discussion, post your prompt on the Group Discussion Board on Canvas. (due Wednesday midnight)
 - ii. For other group mates except for facilitators, make at least two responses to the prompt or other group mates' responses. (due Sunday)
 - iii. For those who are responsible for the summary report, write the summary report. (due Next Tuesday)
5. Update your study journal at least **twice a week**. (Due Sunday)
6. Begin to read next week's assigned materials. (if you finish all the tasks above)

- **Canvas Module:**

I also utilize the “Module” function in Canvas to layout and streamline all the tasks and related documents for each week. ALWAYS go to **Canvas/World Society/Modules** to check what the next task you need to accomplish WHEN YOU FEEL LOST (which is very understandable for an asynchronous and online course).

Evaluation

- **Accumulative**

There are four types of assignments you will finish during the course. As you can see, there is NO mid-term or final exam. All the grades are **accumulative**. This means you will accumulate your grades with each task you accomplished. But this also means you need to spend an equal amount of time for the course each week, and you will NOT have the chance to “cram” all the course work at the end of the summer session.

- **Flexible**

I understand that this is a challenging time for learning due to various reasons and factors. I aim to be flexible about how you could accomplish your assignments. This is why most of the evaluations are built on the idea of **quantity with a minimum requirement of quality and format**. With this grading design, I hope all of you could keep pace with the course with the capacity you can and enjoy the process of learning.

- **Grade Calculation**

(1) Guided Reading Note	36%	12 readings, 3% each
(2) Study Journal	15%	update at least twice a week
(3) Online Discussion	34%	
3-1. Facilitation	10%	Once a quarter
3-2. Response	12%	at least twice a week (except when you are the facilitator for that week); 3 weeks in total, 2% each response
3-3. Summary Report	12%	Once a quarter
(4) The World This Week	18%	
4-1. Curation	12%	Once a quarter
4-2. Short Response	6%	at least once a week (except when you are the curator for that week); 3 weeks in total, 2% each
Total	103%	

- **Rubric for Assignments**

I will provide you the rubric for each assignment you need to accomplish. You will find the rubric via Canvas/World Society/Files

- **Grade Chart**

A+	98 - 100	C+	78 - 79	F	0 - 59
A	93 - 97	C	73 - 77		
A-	90 - 92	C-	70 - 72		
B+	88 - 89	D+	68 - 69		
B	83 - 87	D	63 - 67		
B-	80 - 82	D-	60 - 62		

Schedule of Classes

Week	Theme & Reading	Activity
ONE	The Long Economic Globalization	- Guided Reading Note - Study Journal
6/22 ~ 6/28	<ul style="list-style-type: none"> • <u>Chapter 1</u> in Marks, Robert B. 2015. <i>The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-First Century</i>. Rowman & Littlefield Publishers. • Bernstein, H., 2000. "Colonialism, Capitalism, Development." In <i>Poverty and Development into the 21st Century</i>, edited by Tim Allen and Alan Thomas, Rev. ed, 241–70. Oxford: Open University in association with Oxford University Press. • <u>Chapter 1</u> in Peet, Richard. 2009. <i>Unholy Trinity: The IMF, World Bank, and WTO</i>. Zed Books Ltd. 	
TWO	Global Production Networks	- Guided Reading Note - Study Journal
6/29 ~ 7/05	<ul style="list-style-type: none"> • <u>Chapter 4</u> in Lepawsky, Josh. 2018. <i>Reassembling Rubbish: Worlding Electronic Waste</i>. Cambridge, Massachusetts: The MIT Press. 	- Online Discussion - The World This Week

- Chapter 3 in Cowen, Deborah. 2014. *The Deadly Life of Logistics: Mapping Violence in Global Trade*. U of Minnesota Press.

THREE	Gender, Migration, & Service Industry	<ul style="list-style-type: none"> - Guided Reading Note - Study Journal - Online Discussion - The World This Week
7/06 ~ 7/12	<ul style="list-style-type: none"> • <u>Chapter 2</u> in Parreñas, Rhacel. 2015. <i>Servants of Globalization: Migration and Domestic Work</i>, Second Edition. Stanford University Press. • <u>Chapter 2</u> in Patel, Reena. 2010. <i>Working the Night Shift: Women in India's Call Center Industry</i>. Stanford University Press. 	

FOUR	Colonial Legacies & Racial Capitalism	<ul style="list-style-type: none"> - Guided Reading Note - Study Journal - Online Discussion - The World This Week
7/13 ~ 7/19	<ul style="list-style-type: none"> • <u>Chapter 3</u> in Butler, Paula. 2015. <i>Colonial Extractions: Race and Canadian Mining in Contemporary Africa</i>. University of Toronto Press. • <u>Chapter 3</u> in Tatah, Mentan. 2017. <i>Africa in the Colonial Ages of Empire: Slavery, Capitalism, Racism, Colonialism, Decolonization, Independence as Recolonization, and Beyond</i>. Langaa RPCIG. 	

FIVE	Political Responses to Globalization	<ul style="list-style-type: none"> - Guided Reading Note - Study Journal - Online Discussion - The World This Week
7/20 ~ 7/26	<ul style="list-style-type: none"> • <u>Chapter 7</u> in Kiely, Ray. 2020. <i>The Conservative Challenge to Globalization: Anglo-American Perspectives</i>. Agenda Publishing. • OECD. 2017. <i>Fixing Globalisation: Time to Make It Work for All</i>. Better Policies. OECD. • European Coordination Via Campesina. 2018. <i>Food Sovereignty Now! A Guide to Food Sovereignty</i>. ECVC. 	

Communication with Your Fellow Students, the TA, and me

• Discussion Posts

All posts for this course must be in standard English. Please avoid writing in "texting" language. Do not use slang or texting abbreviations (i.e., lol). To ensure that the course is easy to navigate and read, use formatting tools (text color, bold, etc.) selectively. Capitalize and use complete sentences in your discussion responses. You can use bullet lists for listing materials if it makes sense as a way to convey the information. Emoticons are acceptable as long as they are not overused and help with communication. Do not attach files or images to posts unless they add to the conversation and cannot be summarized in a normal post. Please use this course as an opportunity to work on written communication. (*Before submitting work, be sure to proofread your post and make sure that any links that you include are correct.)

Please follow proper "netiquette." This means no personal attacks, obscene language, or intolerant expression. You are expected to show respect for all viewpoints presented, even if you disagree. The Instructor reserves the right to remove any questionable or offensive material from public areas of this course.

• Email Etiquette

I will only accept emails from a UCSC email account (XXXX@ucsc.edu). Alternatively, you could also communicate with me via messages through the Canvas system. This rule is instituted because of problems with various email providers going directly to junk mail and the frequency of SPAM. Please use grammatically correct and spell-checked sentences. In the email subject line, you should put your course, class number, name, and keywords of your questions (e.g., Socy15_Your Name_Reading Memo).

Emails without a proper subject line may be at risk of being deleted or neglected. Please expect a reply within 24 hours at the latest. If you do not receive a reply, please send your email again.

Course and University Policies and Support

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class, and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week. For Summer 2020, students can begin signing up for tutoring on Monday, June 22nd, and tutoring will begin Wednesday, June 24. Students only have to sign up once for tutoring, and their

appointments will repeat weekly. Sign-ups will close on Friday, August 14, for all Summer Session Sign-Ups. This means that after August 14, no new students can sign up for tutoring.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can sign up using this link: <https://ucsc.go-redrock.com/tracweb40/NoAccess.4sp?errText=insufficient%20credentials%20to%20view%20content>

You can also find the link on our website: <https://lss.ucsc.edu/index.html>

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

Academic integrity is the cornerstone of university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the Instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

Title IX Policy: The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual

Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our online reporting link.

For more information please visit the Title IX Operations under Covid-19 page.

Summer (Remote) Academic Calendar:

- Session 1: June 22 - July 24, 2020
- Deadlines
 - Add - Thursday, June 25
 - Drop - Monday, June 29 (tuition reversed)
 - Financial Aid Disbursement - Monday, June 15 (if enrolled by June 1 priority deadline)
 - Request "W" Grade - Friday, July 10 (no tuition reversal)
 - Change Grade Option - Friday, July 10
 - Grades Due - Thursday, July 30
- For details, check UCSC Website: <https://summer.ucsc.edu/studentlife/index.html>