“In the world we want, everyone fits. We want a world in which many worlds fit.”
— Subcomandante Marcos, *Our Word is Our Weapon: Selected Writings*

**Instructor:** Aïda Mukharesh  
Email: amukhare@ucsc.edu  
Class Structure: **Asynchronous**  
Student Hours: Thursday 9am-12pm Pacific ([sign up here](#)) or email for appointment.  
Optional Book Club: Wednesdays TBA

**TA:** Ankit Sharma  
Email: asharm46@ucsc.edu  
Student Hours: TBA
The land on which UCSC is located is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.

**COURSE DESCRIPTION**

This course takes an alternative approach to thinking about globalization. Our aim will be to develop our sociological imaginations and to do so while moving through several key historical moments in world histories: pre-European hegemony, racial capitalism and colonialism, the Third World political project and anti-colonial struggles, neoliberalism and border imperialism, and contemporary struggles for global justice.

In weaving together these histories, we will explore questions such as:

- Why does history matter in contemporary debates, understandings, and ways of thinking about our contemporary moment of globalization?
- How has the difference between the “West and the rest” emerged?
- What has been the impact of colonialism on international development? Are appropriation, exploitation, and dispossession central to the makings of the contemporary world as we know it?
- What kinds of local and transnational solidarities and movements are being or could be fashioned around the world today?

This class will encourage us to critically analyze the role of histories of capitalism, colonialism, and resistance, so that we may more deeply understand and – potentially – address conditions of local, national, and global inequality. We will also attempt to develop a more comprehensive understanding of global historical processes of development and underdevelopment, by addressing the experiences, struggles, and events of peoples in parts of the world beyond Europe and the US.

**OUR LEARNING GOALS**

1. To critically analyze contemporary sociological and political-economic issues from a global historical standpoint (and look at the world differently!)

2. To trace and interrogate some of the main global processes that constitute our contemporary world, including racial capitalism, colonialism, dispossession, imperialism, and neoliberalism.
3. To make linkages between these broader global processes and the cultures, imaginations, stories, lived experiences, struggles, resistance and ways of knowing and being of local peoples from across the world.

4. To actively engage in close readings of historical and theoretical texts and to learn how to apply these insights to contemporary inequalities.

5. To develop your writing skills and critical/creative thinking, and to use your emerging familiarity with the course concepts and readings to articulate your own viewpoints, experiences, and analysis.

**PEDAGOGICAL DESIGN**

In this class, I want you to take an active role in your own learning: that is, I encourage you to take responsibility for your learning and to really spend time reflecting on and applying the concepts and ideas you learn through readings, lectures, assignments, and discussions. I am here to support you, clarify materials, and guide you as you learn. I encourage you to bring your experiences, your knowledges, and your interests to this class! Ideally, this class will provide you with opportunities to generate real knowledge about issues that are important to you.

**Your workload will be an average of 15 hours per week:**

- communal online discussions (2-3 hours per week)
- reading logs (2 hours per week)
- weekly low-stakes activities (~2 hours per week)
- three essays for your critical reflective paper (about 3-5 hours per week per assignment)
- readings and video/written lectures (4-5 hours per week)

Beyond assessments, we will also engage through short asynchronous lectures. I will post around 2 lecture videos a week on Canvas (between 10-15 minutes), which you can watch on your own time. I am keeping these short, because I know it can be difficult to focus. There will be transcripts included for accessibility so you can read if needed, but ideally it would be great to watch and/or listen.

**READINGS & FILMS**

All the readings will be available through our course Canvas page.
In the first week, we will work together on building skills in reading and annotating complicated readings (underlining, circling concepts, bracketing key sections, jotting down notes. I will be assigning around 50 pages of reading per week.

The assigned films can be accessed through our library course reserve.

**IMPORTANT SUMMER SESSION DATES**

Drop - Monday, June 28 (tuition reversed)
Request "W" Grade - Friday, July 9 (no tuition reversal)
Change Grade Option - Friday, July 9
Grades Due - Thursday, July 29

**YOUR ASSESSMENTS AND ASSIGNMENTS**

Your final grade will be calculated based on the following:

» Reading Logs 20%
» Discussion Posts & Responses 20%
» Scaffolded Critical Reflective Essay 40%
» Participation Activities 20%
» Extra Credit (yay!) – up to 3% extra (optional)

**Due Dates for Each Module**

All due dates are at midnight.

- Mondays and Tuesdays should be dedicated to reading and watching lectures.
  - Get your participation activities out of the way!
  - Extra credit assignment due
- Original discussion posts are due Wednesdays.
- Discussion response posts are due Thursdays.
- Reading logs are due Fridays.
- Your weekly essay pieces are due Sundays.
- Participation assignments are due Sundays.
READING LOG (Due each Tuesday)

The course has a deliberately manageable reading load, but to provide some accountability for reading as we move through the material, I will ask you to turn in one weekly reading log.

The purpose of this assignment is to help you learn how to actively engage in close readings so that you can trace key concepts, theories, and ideas, and apply them to contemporary issues. It is meant to guide your reading, so take a look at it early in the week.

I will provide a weekly worksheet or chart that will make it easier for you to identify which points I expect you to hit in your note-taking, including 1) main-takeaways, 2) key concepts, 3) important examples, and more. A great reading log will demonstrate close reading and through engagement with the text, will respond to questions with relevant ideas, concepts, and supporting details, and will be organized and edited for clarity.

DISCUSSION POSTS (Posts due each Wednesday; Responses due Thursday),

You will write 1 weekly discussion post for each module (for a total of 5 original posts over 5 weeks). Each post will be in response to a prompt that I will provide, and will be 250-500 words or more creative based. For each assignment, I will also ask you to post a response to at least 2 of your classmates for each post. These responses are also part of your grade.

You will be randomly assigned to the same group of around 15 people for the whole summer session, to make reading the posts of your peers a lot more manageable and to allow you to get to know each other.

The intention here is to provide a space for your own critical reflection on both historical and contemporary issues and events, to begin to work with applying the readings, and to think with your peers.

PARTICIPATION

Your participation will be graded with 2 weekly low-stakes assessments, such as:

- Film viewing handouts
• “Muddiest question”: A short post-lecture viewing reflection on what was the most confusing point
• Self-assessments to check-in with how you are doing.
• Concept maps

I will send out a reminder Announcement at the beginning of each week which will tell you what your participation assignments are for the coming week, and you can also find these in the Module Overview for each week.

CRITICAL REFLECTIVE ESSAY (Each part due Sunday)

This essay will be written in three parts over the course of the 5 weeks (“What”; “So What”, and “Now What”), will include a peer review component so that you can get feedback from your peers, and will culminate in a final edited blog post that brings together these different parts.

This is the intention and objective: In this class, we talk a lot about broad historical processes, from colonialism and capitalism to anti-colonial nationalism to neoliberalism.
But what are the traces and spaces of the global in our everyday and local experiences? In other words, what is a trace that you can identify in your life that connects to these broader processes? For this essay, we will use the “What? So What? Now what?” model for your analysis, so that you can take your time exploring the many facets of this trace and its connections to the global.

For example, the trace I might write about is why I speak fluent English in an “American accent” though I was raised in Beirut, Lebanon (“What”), then move to explore the imperial role of American schools in the Global South (“So What”), and then imagine some possible alternative and decolonial models of education (“Now What”).

The intention behind this essay is to reflect on personal experiences and knowledges, to analyze this using the literature we have read in this class, and to make linkages to the broader political-economic and historical context.

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<thead>
<tr>
<th>Due Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1: June</td>
<td>“WHAT” (500 words): For this essay, I want you to start with a trace,</td>
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preferably something that is meaningful or interesting to you. Pick something that represents (for you) a more local and intimate expression and experience of - or resistance to - larger global processes: this can include objects, songs, places, infrastructures, art, memories, dreams, technology, life histories, bodies, names, accents, an experience (such as migration or an encounter), etc. Tell us: what is the trace that you have chosen? Describe it, tell us the when/where/why/what/who/how, unpack why it is significant to you, explain how it might relate to a broader global issue (such as migration, inequality, war/conflict, culture, racism, xenophobia, etc).

**Week 2: July 4 (8%)**

**SO WHAT (750 words):** try to understand on a deeper level why the issue is significant or relevant. Build on information from your first stage and do some background reading from outside academic and non-academic sources, draw from relevant course materials so far (readings, lectures, discussions), and think with your previous experiences and knowledge to help you think through the issue from a variety of perspectives.

Tip: Review lecture notes, reading logs, readings, and outside sources before beginning and while working on this part. You are required to use at least 1 academic outside source, and if you are able, 1 course text. This part is worth 8% of your final grade.

**Week 3: July 11 (8%)**

**NOW WHAT (500 words):** Here, you will explore the implications of this issue for individual and collective future thinking, practices, actions, and imaginaries. What advice would you give to others working through a similar situation, experience, or problem? What are some potential ways to move forward into the future, given all that you have already explained? Do you see solutions or possibilities? You also have the option to also use this as a space for creative writing where you can imagine alternative futures.

Submit your draft of this part together with the other 2 parts (What and So What) for peer review (~1250-1500 words).

**Week 4: July**

Peer Review feedback due for 2 classmates. This part is worth 8%
18 (8%) of your final grade. See the worksheet on how to do a peer review.

Week 5: July 25 (8%) Edit and submit the three parts put together as a blog post for our course blog. Be sure to edit based on the feedback you received from your instructor, TA, and peers, include any additional materials from newer readings if needed, and include a very brief introduction and conclusion. You need to cite at least 2 course texts and 1 outside academic source. You should include images and any other media and text you want (make sure to cite).

**EXTRA CREDIT** (Due Mondays) - Optional!

I want to give you a chance to earn some extra points! My intention here is to encourage you to think about how current events are relevant to what we are learning together in this class. **If you submit all 3 (OR attend all 3 Book Clubs) you can receive a maximum of 3% on top of your final grade (this could potentially bump your grade from an A- to an A, for example).**

1. Find a current global issue, event, or problem that you think is important. For each week, you can submit a 250-400 word report on this issue, based on a recent news story you read or watched. Your report should include:
   - Describe the issue/event
   - Tell us why it matters, why we should care, and what you learned.
   - Does the coverage seem biased in any way?
   - How does it relate to our class? Here you can connect to a key concept or idea raised in our class (make sure to include this idea/concept in bold, and include a citation).
   - Citation to news source.

2. A second option *might* be to attend and participate in optional weekly synchronous Book Club/discussion hours (if we decide to do this). I will provide 1% point for each one you attend and participate in.

**Late Assignment Policy**
Your participation in this course takes the place of attendance, and it is really important that you try your best to keep up with your work. Because you have all deadlines and due dates at the beginning, you are responsible for planning your life in order to complete your work on time. At the same time, I will not reduce points for late work, except for peer reviews and original discussion posts because these are time sensitive. Please submit your late assignment as soon as you are able.

If a serious, unavoidable emergency does arise, please communicate with me so that I can work with you. I’m here to help you succeed.

**Sample Summer Remote Course Structure**

Here is a sample schedule that might help you think about how to organize your time for this class each week. The intention behind this schedule is to see how to make your workload manageable in an intensive 5-week course! Try to give the class at least 1-3 hours per day on weekdays, and try to get some rest during the weekend :)

Here is a sample structure for what your week could look like:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</thead>
<tbody>
<tr>
<td>Read Aida’s announcement email!</td>
<td>Work on (and submit!) <strong>participation activities</strong></td>
<td><strong>Discussion Post Due</strong></td>
<td><strong>Discussion Responses Due</strong></td>
<td><strong>Reading Log Due</strong></td>
<td><strong>Critical Reflective Essay piece due</strong></td>
</tr>
<tr>
<td>Watch lecture videos &amp; begin course readings</td>
<td>Continue course readings &amp; start on the reading log.</td>
<td>Catch up on reading &amp; lecture</td>
<td>Come to Aida’s Student Hours</td>
<td>Brainstorm and free-write session for your Critical Reflective Essay</td>
<td>Submit participation activities if you haven’t yet :)</td>
</tr>
</tbody>
</table>
Submit extra credit (starting Week 2) | Brainstorm for discussion post | Work on Reading Log or Essay

NOTES ON COMMUNICATION & OTHER IMPORTANT INFORMATION

See Tips for Succeeding in SOCY 15 here

1. **Come to my student hours** (aka office hours), whether or not you are struggling in this class. I would love to talk with you about anything that you want to have a conversation about! I am also happy to set up an appointment outside office hours.

2. Feel free to **be in email communication with me at any time**, but please give me at least 24 hours to respond on a weekday, or 48 hours on weekends. If you have not heard back from me by then, please send me a quick follow-up/reminder email.

3. I understand that life circumstances sometimes flare up. **If you are facing any circumstances that are affecting your ability to keep up with coursework, please reach out to** me as soon as possible so we can figure out a way forward. I am here to support you and to help you succeed in this class!

4. Students with disabilities who may need accommodations: I am fully committed to holding an inclusive and accessible space for each and every one of my students, and seek to learn the many ways to best support you in this class. If you need an accommodation based on a disability, please come talk to me in office hours or by appointment as soon as you can. Please submit your Accommodation Authorization Letter from the Disability Resource Center to me ASAP, preferably by the first two weeks of class. I also encourage any student who may benefit from learning more about the DRC’s services to contact the DRC at 831-459-2089 or drc@ucsc.edu.

5. **Academic Integrity:**
   a. Plagiarism/Academic Dishonesty: **Anytime you use someone’s words or your ideas as your own without a citation to source, that is plagiarism.** Students who plagiarize can receive an F in the course.
Whenever you use someone else’s ideas, whether it is the author of the text at hand or an outside source, cite them!

i. A good rule of thumb is that anything more than 3 consecutive words from any other source should include a citation to source. Ideas paraphrased from another source should also include a citation to source. Click here the Purdue OWL page on how to cite in ASA format. This is my favorite resource for in-text citations and reference pages.

ii. Please take the time to look through the following: https://guides.library.ucsc.edu/citesources/plagiarism (to familiarize yourself with what constitutes plagiarism). When in doubt, please do reach out!

b. Are the videos of my instructor or TA lecturing OK to share? The videos, slides, and lectures that your instructors create and share as part of the course are their property. You should not record or share videos, slides, or lectures without permission from the instructor. Similarly, taking audio or video recordings of your instructor (in person or on a screen), TA, or fellow students, without their knowledge and permission is considered unethical and a violation of our department’s academic integrity standards. Please click here to see the Sociology Department Statement on Academic Integrity.

6. TITLE IX: Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential counseling support, (831) 459-2628. You can also report gender discrimination directly to the University’s Title IX Office, (831) 459-2462.

7. READING SCHEDULE
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics &amp; Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>June 21-</td>
<td><strong>Unsettling the West as the Center of History</strong></td>
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<tr>
<td></td>
<td>June 27</td>
<td>Read:</td>
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<td></td>
<td></td>
<td>○ <em>This is probably the most dense reading in this course.</em></td>
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<td></td>
<td></td>
<td>○ <em>Take your time with this one and read it multiple times.</em></td>
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<td>○ <em>The Reading Log this week will focus on Hall.</em></td>
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<td>2. Paige Raibmon (2018) Provincializing Europe in Canadian History; Or, How to</td>
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<td></td>
<td></td>
<td>Talk about Relations between Indigenous Peoples and Europeans,</td>
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<td></td>
<td></td>
<td>Watch these short videos:</td>
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<tr>
<td></td>
<td></td>
<td>● Edward Said - Framed: The Politics of Stereotypes in News</td>
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<td></td>
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<td>● The west was built on racism. It’s time we faced that – video</td>
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<td>2</td>
<td>June 28-</td>
<td><strong>Imperialism &amp; Colonialism: How the World Today has taken Shape</strong></td>
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<td>July 4</td>
<td>Read:</td>
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<td></td>
<td>● Otei Boateng, How Africa Developed Europe (2 pgs)</td>
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<td></td>
<td></td>
<td>● Rotimi Sankore, Africa: The 1884 Scramble was for Resources to Develop Europe</td>
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<tr>
<td></td>
<td></td>
<td>(1 pg)</td>
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<td></td>
<td></td>
<td>● Walter Rodney, Africa’s Contributions to the Economy and Beliefs of Early</td>
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<td>Capitalist Europe, from <em>How Europe Underdeveloped Africa</em>. (pg 82-90; 8 pgs)</td>
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<td>● Walter Rodney, “The Colonies Have Been Created for the Metropole by the</td>
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<td>Metropole” Excerpt (3 pgs)</td>
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<td>Date</td>
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<tr>
<td>June 5 - June 11</td>
<td>Anti-Colonialism: The Third World is a Project</td>
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<td>Read:</td>
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<td></td>
<td>2. Malcolm X (1963) - Message to the Grassroots (pg 1-4) or listen</td>
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<td></td>
<td>4. Russel Rickford, <em>Toppling Statues as a Decolonial Ethic.</em></td>
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<tr>
<td></td>
<td>Watch (Documentary):</td>
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<td></td>
<td><em>Concerning Violence</em></td>
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<td></td>
<td>Supplemental <em>(optional)</em></td>
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<tr>
<td></td>
<td><em>Anticolonialism</em></td>
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<td></td>
<td><em>Sara Salem - The Bandung Moment</em> (blog post)</td>
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<td>Amilcar Cabral, <em>National Liberation and Culture</em></td>
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<td>The promise of a ‘New International Economic Order’</td>
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### Neoliberal Capitalist Globalization

#### Read:
1. Walden Bello, The World Bank and the IMF. Link: [https://www.tni.org/my/node/5690](https://www.tni.org/my/node/5690)
3. Vijay Prashad, Conclusion, from *The Darker Nations*

#### Watch (Documentary):
- *Life and Debt*

#### Recommended:
4. *Neoliberal Hong Kong is Our Future, Too*

### Notes on Ongoing Global Struggles & Solidarities

#### Read:
1. Emergence: An Irresistible Global Uprising, pp. 19-29
3. The Power of the Piqueteros: Argentina’s movement of unemployed workers pp. 472-480
   a. *All the above from: “We Are Everywhere: The Irresistible Rise of Global Anticapitalism”, eds. Notes from Nowhere 2003:*

#### Watch:
- *This Changes Everything*