Global Sociology
Fall 2009
Sociology 150.001
Monday and Thursday 9:55-11:10am
Room: Hurst 209

Professor McDonic
Office: T 12  Battelle Tompkins Building
Office Hours: M & Th 12:45-3:30pm and 4:50-5:15
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Global Sociology will give you an overview of the main issues and topics relevant to the understanding of contemporary problems (social, economic and political) that abound in the highly globalized world in which we find ourselves.

This course is an introduction to sociology that focuses on the process of global social change as a critical factor in understanding contemporary societies. It emphasizes macrosociology (the study of large organizations and whole societies) and the creation of today's global society, including similarities and differences within it. Two major themes—modernization and globalization—are emphasized and their implications for individuals, groups, communities, societies, and governments are explored.
Global Sociology is a Gen Ed Course in the Curricular Area 4: Social Institutions and Behavior. It is in Cluster One: Institutions and is one of the foundation courses. The Second Level courses you could take in this Curricular Area are shown below. For further detailed information please see American University's website.

Second-Level Courses
AMST-240 Poverty and Culture
COMM-275 Dissident Media: Voices from the Underground
ECON-200 Microeconomics
FIN-200 Personal Finance and Financial Institutions
GOVT-210 Political Power and American Public Policy
GOVT-215 Civil Rights and Liberties
PHIL-240 Ethics in the Professions
SOCY-210 Inequality: Class, Race, Ethnicity
WGST-225 Gender, Politics, and Power

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/ college-specific information.

Required Text
Cohen, Robin and Paul Kennedy

Exams and Assignments

Quiz – There will be an in-class quiz on October 8th - this will be a short answer quiz. You will likely be asked to identify and state the significance of terms that should be well known to you if you have been in class and done the readings. This is worth 20% of your final grade.

Small In-Class Assignments
The first assignment will be on university writing. You will be asked to take notes on the film Black Girl that will be shown in class and write a small paper on the post-colonial themes in the film. You will turn in the written project at the beginning of the next class period – Aug. 31st. This is worth 15% of your grade.
**Independent projects (2 parts)** – You will be asked to write a 7 – 8 page paper on the social life of stuff. Here I would like you to choose a product and attempt to trace the transnational connections that go into producing your product, and the social issues that it touches upon. This paper is worth 25% of your final grade and is due on November 5th. This will be followed by a visual aspect, a powerpoint or movie with maps and images of the areas and issues that are impinged upon by the making of this particular item. The visual aspect is worth 25% of your final grade. This is due during the last class. Due December 3rd. **Deadlines are not negotiable.**

**Grades**

Class participation (in-class discussion, attendance) -- 15%
Quiz -- 20%
Writing assignment 15%
Critical Paper -- 25%
Final Film/Visual Project – 25%

**Ground Rules/Policies**

Standards of academic conduct are set forth in the University’s Academic Integrity Code. By registering, you have acknowledged your awareness of the Integrity Code. You are required to make yourself familiar with your rights and responsibilities under that code. Disciplinary action will be taken should any violation of the Academic Integrity Code occur.

**Plagiarism** -- Plagiarism is a form of academic dishonesty. Claiming that someone else's work is your own, and using that work to satisfy a course requirement is a form of plagiarism. Copying material verbatim or in paraphrase from a reference source without acknowledging that source is also plagiarism. Purchasing written work from another party or hiring someone to prepare work for credit in this course is another form of plagiarism. The work you submit for credit in this course must be entirely your own. All instances of suspected plagiarism will be reported without exception to the appropriate academic official for administrative action.

**Excused absences and assignments** -- Excused absences or make up exams are not given in this class. No late assignments will be accepted.

**Noise pollution and other distractions** – All cell phones, laptops, and other communications devices must be turned off during class. Students who do not comply will be asked to leave.

**There is no such thing as a stupid question** – I will support your efforts to understand themes and issues covered in every way possible. I am always available to answer questions and go over material with you.

**NOTE, Style Guidelines:** All Papers must be typed, double-spaced, and in ‘11 point font. Margins should be set at one inch all around. All papers must be properly cited and referenced using the citation guide below, or one agreed upon by the student and instructor. Please, hit enter or return only once in between paragraphs and indent new paragraphs. Extended quotes should be tabbed and single-spaced.

**Reference Guide (adapted from ASA Style Guide):**
When writing a paper using books or articles you must give proper credit to those whose ideas you are using. Failure to do so is considered plagiarism and violates the University’s Academic Integrity standard and is in general an unacceptable practice. You must give credit not only when you directly quote another author, but also when you paraphrase from these sources.

**In-Text Citations**
For both direct quotes and paraphrased ideas, you will use in-text citations in the following formats:

"Whatever the case, this class will be great" (McDonic 2005: 215).
*Note that the parentheses come after the quotes and the period falls after the parentheses.

According to McDonic (2005: 215), the coming class is going to be great.

If there is more than one author who makes the same argument then you list all authors:

According to Arthur (2003) and McDonic (2005) the coming class is going to be great.
Or
The coming class is going to be great (Arthur 2003; McDonic 2005).

*Note, when paraphrasing it is not always necessary to list the page number. In general you should include the page number only when you are citing a statement, claim, or argument made on a specific page. If, however, it is a general argument such as a key thesis then you need only include the date. Also, note that when you include the author’s name in the body of the text you place the date and page number as close to the author’s name as possible. This goes for quotes to in which case the period falls where it normally would (within the closing quotation mark):

According to McDonic (2005: 215) “this class will be great.”

* One final note about paraphrasing, when listing multiple sources, they are listed alphabetically.

For a journal article or book with more than one author, you write Smith and Doe (2005) or (Smith and Doe 2005: 21).

If there are 3 or more authors you need to cite them all the first time you use the reference—Smith, Doe, and Jones (2005) or (Smith, Doe, and Jones 2005: 21)—thereafter you can say Smith et al. (2005) or (Smith et al. 2005: 21).

At the end of your paper you must list the references you used in alphabetical order, including all relevant information such as date, publisher, place of publication, pages, etc. This should be on a separate page from the text of your paper.

**Single Author, book**

**More than one author, book**

**Article in journal**

**Chapter in edited book**

**Websites**
You need to cite by author and date in text (like you would any references, don't put web site in
text, this goes in bibliography). The author is the organization if no single author is noted. The date is the date you looked at the page - unless there is an earlier date.


A WORD ABOUT GRADING
Below please find an explanation of how grades are calculated. Should you feel that you have been graded inappropriately, please read the grading explanations below and provide a written explanation of why you feel that you have been graded incorrectly. Submit this to me, along with the original graded assignment and I will review it. It should be noted, however, that a re-grade can potentially raise, maintain or lower the grade on the assignment.

A: demonstration of superior work (written and oral) in fulfillment of course requirements; improvement during the semester will be weighed in evaluation. This means students will be present at all classes and that comments in class will be pertinent and insightful, drawing connections between topics and texts or reading those texts in innovative and thoughtful ways. Assignments will tease out theoretical insights and show a clear understanding of the text/film/websites in question. Essays and assignments will be well written and have a strong clear argument. Supporting points will logically bolster and flesh out the argument and show nuanced and complicated thinking. They will integrate texts well, make good use of quotes, use standard citation practices, and clearly answer the question posed by the assignment.

B: demonstration of excellent work (written and oral) in fulfillment of course requirements; improvement during the semester will be weighed in evaluation. This means students will be present at nearly all classes and that they have been a frequent contributor to class discussion. Comments in class will be pertinent and insightful. Assignments will show a clear understanding of the main points of the text in question. Essays and assignments will be well written and have a strong clear argument. They will integrate texts well, use standard citation practices, and clearly answer the question posed by the assignment.

C: satisfactory work (written and oral) in fulfillment of course requirements. Things that contribute to a C grade are at least two of the following: student has shown limited improvement over the course of the semester, students having had spotty attendance and/or they have been an infrequent contributor to class discussion. Comments in class have been general, off-topic or anecdotal. Assignments were, rushed, poorly written and/or missed the main points. Essays and assignments were not well written and do not have a strong clear argument. They have not integrated texts well, quotes are used in a haphazard or confusing manner, do not use standard citation practices, and/or have not clearly answered the question posed by the assignment.

D: assigned work is not satisfactory or not completed, and/or student fails to meet minimum attendance requirements. Things that contribute to a D grade are at least three of the following: student has shown no improvement over the course of the semester, has had spotty attendance and/or they have been an infrequent contributor to class discussion. Comments in class have been general, off-topic or anecdotal. Assignments were, rushed, poorly written and/or missed the main points. Essays and assignments were not well written and do not have a strong clear argument. They have not integrated texts well, quotes are used in a haphazard or confusing manner, do not use standard citation practices, and/or have not clearly answered the question posed by the assignment.

F: failure to meet minimum course requirements.
ACADEMIC INTEGRITY
Standards of academic conduct are set forth in the University’s Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

SUPPORT SERVICES FOR STUDENTS
If you have, or think you may have, disability related needs, please talk with me as soon as possible regarding accommodation to support you. There are also a number of resources available to you at the university. The following is a list of offices that can help you:

Academic Support Center
243 Mary Graydon Center, x3360

Disability Support Services
206 Mary Graydon Center, x3315

International Student Services
410 Butler Pavillion, 4th Floor, x3350

Counseling Center
214 Mary Graydon Center, x3500

Writing Center
228 Battelle Tompkins Hall, x2392

Student Health Center
101 Nebraska Hall, x3380

Class Schedule

Aug 24 -
Introduction, Go over syllabus and a bit about learning and writing at the college level

Aug 27 -
Film: Ousmane Sembene “Black Girl” VHS 7221

Aug 31 - Going Global
Global Consciousness, Shifting Epistemologies and Economic Expansion
Writing Assignment Due – No Readings

Sept 3 -
Shifting World Economies, Dissolving States, and Information Flows – A Rough Map of the Contemporary Moment
Lecture, No Readings

Sept 7 - LABOR DAY – NO CLASS

Sept 10 -
The Making of Global Sociology
Chapter 1 in Global Sociology (GS)

Sept 14 - Thinking Globally
Chapter 2 in GS
Sept 17 – Modernity and the Evolution of World Society
Chapter 3 in GS

Sept 21 – The Changing World of Work
Chapter 4 in GS
**Film: Century of the Self**

Sept 24 – Nationhood and Nation-States
Chapter 5 in GS

Sept 28 – Social Inequalities: Gender, Race and Class
Chapter 6 in GS
**Film: Dangerous Living – DVD 1527 (60 mins)**

Oct 1 – Corporate Power and Social Responsibility
Chapter 7 in GS

Oct 5 – Uneven Development: The Victims
Chapter 8 in GS

Oct 8 – Quiz

Oct 12 – Crime, Drugs and Terrorism: Failures of Global Control
Chapter 9 in GS

Oct 15 – Population and Migration
Chapter 10 in GS

Oct 19 – Health, Lifestyle and the Body
Chapter 11 in GS

Oct 22 – **The Body Parts Business** VHS 3449 (62 mins)

Oct 26 – Consuming Culture. Media and the Information Age
Chapter 12 and 13 in GS

Oct 29 – Global Religion
Chapter 16 in GS
**Film: God’s Warriors DVD 3089-3091**

Nov. 2 – Global Civil Society
Chapter 18 in GS

Nov. 5 – Challenging a Gendered World
Chapter 19 in GS
**Papers Due**
Nov. 9 - Towards a Sustainable Future: The Green Movement
Chapter 20 in GS

Film: The 11th Hour – DVD 4175 (92 mins)

Nov. 12 - Identities and Belonging
Chapter 21 in GS

Nov 16 - Contested Futures
Chapter 22 in GS

Nov. 19
Film: Addicted to Plastic DVD 5204 (85 mins)

Nov 23 – Class Discussion, No Readings

Nov 26 – Thanksgiving – No Class

Nov. 30 - Evaluations, Wrap Up, Questions about Final Assignments

Dec. 3 – Last Class – Visual Assignments Due