

SOC/ANT 499 GLOBALIZATION: UNDERSTANDING BY APPLYING THE SOCIAL SCIENCES

COURSE DESCRIPTION

Students will *connect, integrate, and elaborate* prior learning and skills by studying and interpreting a selected aspect of the shared modern experience of globalization. Reading, research, discussion, writing, exercises and presentations will engage us in the topic and allows us to use our knowledge and skills developed by pursuing a sociology or anthropology major. The course provides both a completion of the undergraduate experience *and* engages student in program assessment.

COURSE GOALS AND OBJECTIVES

The overarching purpose is to allow students to use the research and analytical skills learned through their undergraduate experience and engage students in the program assessment process. Therefore, the goals of the course are essentially the program goals for sociology and anthropology, respectively:

Sociology Major Goals and Objectives

1. Sociology majors will acquire “sociological literacy” such that a student will be able to:
 - a. describe the similarities and differences between sociology and other social sciences,
 - b. define, give examples, and demonstrate the relevance of key sociological concepts and their fundamental interrelationships,
 - c. identify society and culture as socially constructed realities,
 - d. identify the structures and patterns upon which everyday life rests,
 - e. describe the interplay between individual choice and social influence,
 - f. identify global and domestic diversity in cultures and social systems.

2. Sociology majors will understand the role of theory in sociology, such that the student will be able to:
 - a. define theory and describe its role in building sociological knowledge,
 - b. compare and contrast basic theoretical orientations,
 - c. show how theories reflect the historical context of times and cultures in which they were developed,
 - d. describe & apply some basic theories in at least one area of social reality.

3. Sociology majors will understand the role of evidence and both quantitative and qualitative sociological research methods, such that the student will be able to:
 - a. identify basic methodological approaches and describe the role of methods in building sociological knowledge,
 - b. compare and contrast basic methodological approaches for gathering data,
 - c. link theoretical constructs to research questions,
 - d. write a clear and concise report of the findings from empirical sociological analysis,
 - e. to present sociological research findings in a clear manner,
 - f. use standard software packages, such as SPSS and Excel, to analyze data,
 - g. critically assess a published research report and explain how the study could have been improved.

4. Sociology majors will appreciate the role and significance of social diversity and social justice concerns to the discipline of sociology, such that the student will be able to:
 - a. explain how personal and cultural values result from and affect social processes,
 - b. explain why social differentiations by race/ethnicity, gender, and social class, and their subsequent effects, have been enduring themes in sociological inquiry,
 - c. explain the importance of ethical practice for sociologists, including addressing the research needs of marginalized populations and considering social-structural influences when articulating policy implications/suggestions,
 - d. explain why ethnocentrism is contrary to social scientific principles as well as social justice concerns.

Anthropology Major Goals

1. Students will be knowledgeable about the nature and development of human society and culture.
 - a. Students will explicate how society and culture are socially constructed.
 - b. Students will be able to articulate the interdependencies among humans and their cultural context.
 - c. Students will be able to identify important controversies and articulate the opposing viewpoints.
2. Students will be knowledgeable about diversities in cultures and social systems.
 - a. Students will be able to explain the implications of social and cultural diversity for the human experience.
 - b. Students will be able to explain relationships between beliefs and behaviors.
3. Students will be trained observers and critical analysts of the human social and cultural world.
 - a. Students will apply basic methodological approaches and describe the role of methods in building anthropological knowledge.
 - b. Students will identify and apply multiple theoretical perspectives of anthropology to cultural realities.
 - c. Students will investigate social issues using anthropology's comparative and holistic perspectives.
 - d. Students will effectively communicate their knowledge and apply their skills in public contexts.
4. Students will be committed to social justice concerns and social policies that encourage fairness and equal opportunities for all.
 - a. Students will be able to explain the general desirability of reducing structured social inequality.
 - b. Students will be able to articulate the value base upon which judgments could be made about social justice concerns.
 - c. Students will be able to analyze social problems and questions of equity and justice cross-culturally.
 - d. Students will be able to differentiate between cultural and moral relativism and apply norms of universal human rights.

COURSE PROCESS

1. Students will select a specific topic from their research interests and course work to study in depth. This study will include a written assignment, discussion, and

reflection about how it illuminates, is integrated with, contributes to, or is shaped by the all-pervasive process of globalization in the contemporary world. Students will ask one department member from his/her discipline and field of study to serve as a mentor for his/her research.

Objective 1: Students will be able to describe how a topic from previous learning relates to the process of globalization.

2. Students will discuss and demonstrate understanding of assigned reading. There will be common readings about globalization, and readings tailored to the student's particular research interest as it relates to globalization. Students will be held accountable for the course readings through summary reports on the readings, a demonstrated ability to discuss the content of the readings, an ability to serve as a discussion leader for specific topics covered by the readings and other exercises that make evident that the students have carefully read the materials required for any specific class.

Objective 2: Students will be able to describe the process of globalization and its implications for the changing conditions of human life.

3. Students will write competently about how their topic relates to globalization, and how cultural, economic, and government policy have an impact on the quality of justice in specific locales and across national boundaries. This major paper will be the basis of a presentation for others in a setting organized for that purpose.

Objective 3: Students will demonstrate an ability to write competently and clearly about globalization, and some of its social justice and policy implications.

4. Student coursework, class discussions, responses to questions posed, and exercises will facilitate *program assessment* of the sociology and anthropology major.

Objective 4: Students will participate in program assessment of their major.

LIST OF TOPICS

1st week: Getting acquainted, orientation and syllabus; clarify course expectations; discuss options for capstone projects and their required format and components. Begin common reading about globalization.

2nd & 3rd week: Common reading assignments and discussion of globalization; Selection and approval of student's individual topic; explore resource materials and persons; initial discussion of topic and project with a member of the department who will serve as the student's research advisor.

4th week: Continue discussion of globalization; brief statement about the relationship between their topic and globalization. Proposal for research is due along with the name of a department advisor who has consented to support or assist with the project.

5th week: Sociology—sociological literacy; Anthropology—the nature of human society & culture (Sociology Goal #1 Anthropology Goal #1).

6th week: Progress report on students' capstone projects (discussion).

7th week: Discussion and clarification of the goals of program assessment.

MID SEMESTER

8th week: Continue common readings and discussion about globalization in more depth, particularly in relation to individual student capstone projects

9th week: Sociology—research methods; Anthropology—research methods. (Sociology Goal #3 - Anthropology Goal #3)

10th week: Sociology—theory; Anthropology— human diversity . Final draft of student writing project due (and due to outside consultants if applicable); compilation of a capstone “book” for the class. (Sociology Goal #2 - Anthropology Goal #2)

11th week: General discussion of student projects.

12th week: Continued discussion of student projects; Capstone Forum to present papers in a public setting

13th week: Sociology—social diversity and social justice concerns; Anthropology—social justice and social policy concerns (Sociology Goal #4 Anthropology Goal # 4)

14th week: Summary and final thoughts by instructor and students; course assessment and evaluation

REQUIREMENTS

To successfully complete the course, students are required to:

1. attend class regularly, and actively participate in class discussions,
2. participate in discussions and exercises relating to major program assessment,
3. read and actively participate in discussion of common reading assignments,
4. successful writing of a Capstone paper of 20-25 pages, and presentation of the major themes of that project in a public forum

GRADING CRITERIA

Capstone paper	80%
Presentation of paper and discussion	20%
	100%

Criteria for assigning grades for attendance will be determined by the instructor for each semester. Active class participation means the student is expected to read assignments and answer pertinent questions BEFORE each class. Readings and assignments are to be completed by the day that they are listed on the syllabus. Active participation includes

- speaking in class,
- initiating discussion, responding to comments, or posting item of interest to the course discussions,
- reading and understanding class materials as demonstrated by conversation, discussion leadership, and/or written reports,
- using the academic resources of the college, such as the alumni library, the writing center, and office hours that the instructor holds.

Attendance, deep thought, attentiveness, and interest are all vital to the student's success in the class, but represent passive participation. Active participation enhances the education's experience for everyone in the class.

GRADING CRITERIA

Papers:

An "A" paper represents excellent work with no significant organizational, grammar, or documentation problems. It is characterized by insightful points made, and clarity, articulation, comprehensiveness, insightfulness, depth, and creativity in the themes it develops, and clearly demonstrates mastery of all of the goals set forth for sociology/anthropology majors.

A "B" paper is a quality paper, but is separated from an A paper by some organizational, grammar, or documentation problems. It may have some problems in clarity, insightfulness, comprehensiveness, depth, incompleteness in the themes it developed. It is, however, a good paper that exceeds the basic requirements of the course, and demonstrates mastery over some, but not all, of the goals set forth for sociology/anthropology majors.

A "C" paper fulfills the requirements of the course, but does little to go further and demonstrates mastery of few of the goals set forth for sociology/anthropology majors.

A "D" or "F" paper may be so for a variety of reasons, including serious organizational problems, grammar, vagueness, or misleading or superficial assertions, and demonstrates mastery of none of the goals set forth for sociology/anthropology majors.

Presentations:

An "A" presentation captures the attention of the audience, is well organized, articulate, and uses appropriate illustration or electronic supports (like powerpoint) where appropriate. It stimulates insightful questions and comments.

A "B": presentation appears is more difficult to follow, shows effort, but some major gaps that make the argument difficult to follow.

A “C:” presentation satisfies the course requirement, but little else, and has major problems with language, organization, or clarity that make the presentation difficult to follow.

Grade scale: A = 90% or more; B+ = 88-90%; B = 80-87%; C+ = 78-79%;
C = 70-77%; D = 60- 69%; F = 59% or lower

ATTENDANCE POLICY

Since the class depends so heavily on shared discussion, attendance is required. Three unexcused absences are allowed, after which a small number of points will be deducted from your grade. Five or more unexcused absences over the semester will lower your grade one letter grade. If your attendance and participation in the class are good, that may be the benefit of giving students the “benefit of doubt” if their final grade is within one percentage points of a higher letter grade.

ACADEMIC DISHONESTY

Academic dishonesty (cheating, plagiarism) is a serious academic crime. If it is something inadvertent (which is possible in a writing project) you may be asked to correct the problems found in the assignment. But if the plagiarism is intentional you will fail the class, the incident will be reported to the Dean, and dishonesty can result in your being expelled from the university. The course will conform to the Arts College guidelines on academic dishonesty are on the web at <http://puffin/ccas/policies/acadhonesty.html>.

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