

**General Education Course Submission Form**

**Date of Submission:** 6/15/10

**1. Check which area(s) this course applies to.**

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

**2. Provide Course and Department Information.**

Department: Sociology

Course Prefix and Number: SOC 380 x CLD 380 Credit hours: 3

Course Title: Globalization: A Cross-Cultural Perspective

Expected Number of Students per Section: 50 Course Required for Majors in your Program? No

Prerequisite(s) for Course? SOC 101 or CLD 102 or SOC 180

This request is for (check one): A New Course  An Existing Course

Departmental Contact Information

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Office Address: 1575 Patterson Office Tower 0027 Phone: 257-4220

**3. In addition to this form, the following must be submitted for consideration:**

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

**4. Signatures**

Department Chair:  Date: 8-20-10

Dean: Anna R. K. Bosch  Date: 8/20/10

College Deans: Submit all approved proposals electronically to:  
**Sharon Gill** [Sharon.Gill@uky.edu](mailto:Sharon.Gill@uky.edu)  
 Office of Undergraduate Education

## **Proposal to Include Existing Course SOC 380: Globalization in Cross-Cultural Perspective into New General Education Curriculum**

### **Narrative**

The importance of the new General Education “Global Dynamics” curriculum cannot be denied. Indeed, it is essential that we provide our undergraduates with a firm grounding in international studies for two reasons. First, we need to prepare them to compete in an increasingly global job market. Second, it is our duty to prepare them to become exemplary global citizens. With this in mind, I propose that existing course SOC 380, be incorporated into the new general education Global Dynamics area.

The current goals of SOC 380 are as follows:

- I. Introduce students to important, competing globalization theories (e.g., Neoliberalism, World Systems theory, etc.).
- II. Examine the role that multilateral institutions such as the WTO and IMF play in contemporary globalization processes.
- III. Examine the social effects of globalization processes.
- IV. Examine societal reactions to globalization.
- V. Analyze I, II, III, and IV within the context of three non-US cases. Currently, South Asia, the Middle East and Latin America are emphasized to ensure a cross-cultural framework. However, future instructors will be able to shift the focus to other culturally diverse societies, depending on world events and their particular expertise.

In keeping with the course development guidelines 50% or more of the SOC 380 course focuses on non-US materials. Table 1 (below) shows how the SOC 380 conforms to the Global Dynamics learning template.

**Table 1. Learning Outcomes and Corresponding Course Foci**

Learning Outcome Number	Course Focus
1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world	Comparative Focus on South Asia, the Middle East and Latin America
2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.	Comparative Approach to Societal Reactions to Globalization
3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.	Examination of Policy Debates and the Role of the IMF, World Bank and WTO
4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21 <sup>st</sup> century context.	Comparative Focus on South Asia, the Middle East and Latin America
6. A. Demonstrate an understanding of societal, cultural, and institutional change over time.	Examination of the Social Effects of Globalization in Cross-Cultural Perspective.
B. Demonstrate an understanding of civic engagement.	Comparative Approach to Societal Engagement with Globalization
C. Demonstrate an understanding of cross-national and/or comparative issues.	Comparative Focus on South Asia, the Middle East and Latin America
D. Demonstrate an understanding of power and resistance.	Comparative Approach to Societal Reactions to Globalization

SOC 380, too, will benefit from the international research conducted by our faculty. For example, I have worked in South Asia, Egypt and Mexico. Other faculty members have research agendas focused on Europe, Latin America and East Asia. Thus, SOC 380 instructors will be able to incorporate valuable first-hand knowledge into these courses that cannot be obtained from reading textbooks and related articles. Such knowledge, in conjunction with the course materials, will be a vital asset to UK's future global citizens.

### **SOC 380 Assessment Plan**

Soc 380 will introduce students to various dimensions and issues related to globalization and societal dynamics. At the same, time, the course will help students to develop critical thinking, writing, reading comprehension and oral skills. I have designed course assessment in order to gauge individual students' progress in these areas. First, I will give six short quizzes based on the assigned reading material. The logic behind this format is twofold: a) it will allow for an assessment of students reading skills; b) it will also prepare the student to participate in class discussions of the readings, thus, helping them to develop their oral skills. The lowest quiz score will be dropped and the remaining scores will account for 10% of the course grade.

Second, I will give three essay exams. The rationale behind this threefold: a)it will provide an assessment of the student's mastery of the course material; b)it will provide an assessment of the student's writing skills; and c) it will provide an assessment of the student's critical thinking skills.<sup>1</sup> Each exam will account for 20% of the overall course grade. Finally, students will be required to carry out a project, in which they critically expand upon a topic or issue introduced in the course. The project will consist of two parts—a short paper 5-7 pages in length and a short in class oral presentation of their findings.<sup>2</sup> This assignment was chosen to a)provide another assessment of the student's writing skills b)to assess whether they are able to apply skills learned in the course; and c)to assess the student's oral presentation skills.

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<sup>1</sup> The questions on the essay exams will also encourage students to provide informed opinions about issues addressed in the course, as opposed to simply reproducing information.

<sup>2</sup> Attendance and participation will account for the remaining 10% of the course grade.

## **SOCIOLOGY 380. GLOBALIZATION IN CROSS-CULTURAL PERSPECTIVE**

**Meeting Times: Tues and Thurs 9:30-10:45 a.m.**  
**Venue: White Hall Classroom Building 245**

**Dr. Patricia Ahmed**  
**1575 Patterson Office Tower**  
**Phone: 859-257-4220**  
**Email: [pahme2@email.uky.edu](mailto:pahme2@email.uky.edu)**

**Office Hours: Tues and Thurs 3:00-4:00 or by appointment.**

### **Course Description**

“Globalization” is all the rage these days, captivating both popular imagination and stimulating lively debates in academic circles. Thus, it is not surprising that the media is filled with stories about free trade agreements, cyberspace, multinational corporations and international markets. Initial acceptance is beginning to give rise healthy skepticism as evidenced by recent anti-globalization protests in such places as Seattle and Genoa. But just what is globalization? How and why does it occur? And what are the social consequences of globalization processes?

This course will explore various aspects of globalization—economic, political and cultural—to help start to get a handle on it. It is clear that we live in a world characterized by increasingly fluid national boundaries. But it is not entirely clear what to make of this world, how different or similar it is to the past or where it might be heading. This class will undertake preliminary explorations of these issues, which are the subject of many contentious debates at this time.

### **Course Objectives**

SOC 380 will introduce students to the complex topic of globalization from a variety of perspectives. This course, too, with its emphasis on South Asia, the Middle East and Latin America will help students to develop and apply critical thinking skills using a cross-cultural framework. Successful students will achieve positive learning outcomes in globalization theories, processes and outcomes by demonstrating skills in written and oral communication, critical thinking, and by extending course materials to real-life applications. Active engagement with the course material is an important means of achieving this goal. Thus, this course is heavily reliant on student participation and assumes that students will come to each class meeting prepared to discuss the assigned readings. It’s hoped that engagement with these materials will prove to be a rewarding experience for all.

### **Course Requirements**

Students are required to attend class regularly and to prepare reading assignments in order to ask questions and participate fully in class discussions. Attendance and participation will account for **15%** of the total grade. Two or more unexcused absences will result in points deducted from the attendance or participation grade. Students who *miss four or more* classes will *receive a “0”* for their attendance and participation grade, regardless of the circumstances. Four unannounced quizzes will be given. You will be allowed to use notes for the quizzes. Each will be worth 5% of the course grade. Two exams will be given. The exams will consist of short answer and essay questions. Each exam will account for 20% of the total course grade. Students also will be

required to write a short research paper, 7-9 pages in length, on a topic chosen in consultation with the instructor. Students will make brief presentations on their papers during the final week of class. The paper and presentation will account for 20% and 5% of the final grade, respectively. Papers will be graded in accordance with a set of guidelines that I will distribute later in the semester. Students will be provided with a *Midterm Evaluation* of their course performance up to the midterm date.

Final grades will be awarded based on the following scale:

90-100%-A  
80-89%--B  
70-79%--C  
60-69%--D  
<60%---E

Please note that missed exams and/or assignment deadlines can only be made up in the event of a *verifiable, serious emergency* (e.g., serious illness or death of a close family member) or in accordance with university policy (e.g., exam coincides with an important religious holiday or an athletic event). The student is also required to provide appropriate documentation of said emergency (e.g. medical excuse signed by a doctor or a published obituary). Note: I do not accept generic, date-stamped slips from the student health center as “evidence” of illness. Students using the student health center will be required to sign a waiver, allowing me to decide, in consultation with their clinician, if the nature of their illness merits a make-up exam and/or a deadline extension.

### Course Materials

The following book *is required* and may purchase from the UK book store:

Boli, John and Frank Lechner. *The Globalization Reader, 2<sup>nd</sup> Edition*.  
Reading assignments from the text are designated with an \* below.

Reading assignments that can be downloaded electronically via the library using the class Blackboard site are designated with a ^ below.

The instructor will distribute other materials via e-mail or during class as needed.

### Class Atmosphere

Active learning implies attending class and participating in classroom discussions. Since oral participation in class is required, I expect that all class members help to make the atmosphere conducive to discussion. This means that I expect all speakers to be treated with respect and to be free to voice their opinions in the spirit of debate.

Students are also expected to observe proper classroom etiquette. Cell phones must be turned off during class. Surfing the web on laptop computers and text messaging are not allowed during class meetings. Students, too, are expected to be on time and remain for the entire class period.

Infractions will be documented and will result in points being deducted from the participation grade.

### **Academic Integrity**

Acts of plagiarism, including the presentation of internet materials as the student's original work, and other forms of academic dishonesty (e.g., "cheating" on exams) will be dealt with in accordance with official University of Kentucky policy (see <http://www.uky.edu/Ombud> for details).

### **Policy on Academic Accommodations due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Syllabus Modification Policy**

The instructor reserves the right to modify the syllabus, in accordance to the needs of the class.

## **COURSE SCHEDULE AND ASSIGNMENTS**

### ***PART ONE: INTRODUCTION***

#### **Thurs, Jan 11**

Introductory remarks.

#### **Tues, Jan 13**

What is Globalization?

Read: Sen, "How to Judge Globalism." \*

### ***PART TWO: DEBATING GLOBALIZATION***

#### **Thurs, Jan 20**

Neoliberal Positions

Read: Dollar and Kraay, "Growth is Good for the Poor" \*

#### **Tues, Jan 25**

Critical Positions

Read: Stiglitz, "Globalism's Discontents."\*



***PART THREE: EXPLAINING GLOBALIZATION***

**Thursday, Jan 27**

Neo-Marxist/World-Systems Theories

Read: Wallerstein, "The Rise and Future Demise of the Capitalist System"\*  
Sklair, "The Sociology of the Global System"\*

**Tues, Jan 30**

Cultural Theories

Read: Appadurai, "Disjuncture and Difference in the Global Cultural Economy"\*  
Harvey, "Time-Space Compression and the Rise of Modernity as a Cultural Force"\*

***PART FOUR: DIMENSIONS OF GLOBALIZATION***

**Thursday, Feb 1**

Economic Globalization

Read: Ritzer, "McDonaldization in a Changing World."^  
Korzeniewicz, "Commodity Chains and Marketing Strategies: Nike and the Global Athletic Footwear Industry"\*

**Tues, Feb 6**

Political Globalization

Read: Ohmae, "The End of the Nation State: The Rise of Regional Economies"\*

**Thursday, Feb 8**

Cultural Globalization

Read: Tyrrell, "Bollywood Vs Hollywood: Battle of the Dream Factories"\*

Review for Exam One

**Tues, Feb 13**

Exam One

***PART FIVE: GLOBALIZATION PROCESSES IN COMPARATIVE PERSPECTIVE***

**Thursday, Feb 15**

Economic Liberalization: Overview of Structural Adjustment

Economic Liberalization: Egypt

Read: Oxfam, "Growth with Equity is Good for the Poor"\*

**Tues, Feb 20**

Economic Liberalization: Latin America

Read: Kopinak, "Gender as a Vehicle for the Subordination of Women Maquiladora Workers in Mexico" ^

**Thurs, Feb 22**

Economic Liberalization: India

Read: Ng and Miller, "Call Centers in India and Malaysia" ^

**Tues, Feb 27**

Introduction to Global Migration Patterns

**Thurs, March 1**

Migration: Middle East

Read: Khalaf and Alkobasi, "Migrants' Strategies of Coping and Patterns of Accommodation: Evidence from the UAE" ^

**Tues, March 6**

Migration: Latin America

Read: Winders, "Changing Politics of Race and Region: Latino Migration to the US South" ^

***PART SIX: EFFECTS OF GLOBALIZATION IN COMPARATIVE PERSPECTIVE***

**Thurs, March 8**

Globalization and the Thai and Dominican Republic Sex Trade:

Read: Bales, "Because She Looks Like A Child." ^  
Brennan, "Selling Sex for Visas" ^

**Tues March 13**

No class, spring break ☺

**Thursday March 15**

No class, spring break ☺

**Tues, March 20**

Globalization and the Sex Trade in South Asia

Read: Udupadhyay, "India's NEP of 1991 and Its Impact on Women's Poverty and AIDS."^

**Thurs, March 22**

Globalization and the Sex Trade in South Asia, continued.

Video Presentation: *Highway Courtesans*.

**Tues, March 27**

Globalization and Inequality: Latin America

Read: Korzeniewicz et al, "The High Road to Globalization."^

**Thurs, March 29**

Globalization and Inequality: South Asia

Read Rodrick: "Has Globalization Gone too Far?""\*

***TERM PAPER PROPOSALS DUE AT THE BEGINNING OF CLASS.***

**Tues, April 3**

Globalization and Extremism.

Read: Huntington, "The Clash of Civilizations""\*  
Barber, "Jihad vs McWorld ""\*

**Thurs, April 5**

Globalization and Islamic Extremism

Read: Pasha, "Globalization, Islam and Resistance""\*  
Tibi, "The Challenge of Fundamentalism""\*

**Tues, April 10**

Globalization and Hindu Extremism

Read: Banerjee, "The Feminization of Violence in Bombay: Women in the Politics of the Shiv Sena."^

***PART SEVEN: RESISTANCE TO GLOBALIZATION***

**Thurs, April 12**

Anti-Globalization Movements

Read: World Social Forum, "Porto Alegre Call for Mobilization"\*

**Tues, April 17**

Anti-Globalization Movements: Environmental Movement, India

Read: Shiva, "Ecological Balance in an Era of Globalization"\*

**Thurs, April 19**

Anti-Globalization Movements: Chiapas, Mexico

Video Presentation "Zapatista"

Class Discussion to Follow.

Read: Subcomandante Marcos, "Tomorrow Begins Today"\*

**Tues, April 24**

Presentations, Continued

***TERM PAPERS DUE AT THE BEGINNING OF CLASS***

**Thur, April 26**

Presentations, Continued

Review for Final Exam

**Thurs, May 3 at 8:00 am**

**Final Exam**