SOCY 225 //
Fall 2018
Wednesdays 4:00-5:30 & Fridays 2:30-4:00
Kingston Hall 201

SOCIOLOGY OF GLOBALIZATION //
Foundations, Flows, and Futures
Department of Sociology
Faculty of Arts and Social Sciences
Queen’s University

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Office Hours: Thursdays and Fridays: 4:30-5:30 or by appointment

TAs
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Gaye Onurer: 17ge1@queensu.ca
Sarah Desrosier: 14sd32@queensu.ca
Office Hours: TBA

Course Description
What is globalization? In SOCY225, we will explicate its histories, explanations, implications, and endgames. This course will explore the extension and intensification of globalization and capitalism, paying particular attention to the role of politics, economics, and culture in contributing to global problems, such as inequality, (in)security, precarity, (im)mobilities, and oppression.

Although the course will focus on global problems, some attention will be paid to how these problems are experienced ‘glocally’. Globalization has led to what some have called a “global intercultural interplay” between the local and the global, and as such, students will also be encouraged to develop critical thinking skills and challenge their own perspective.

The course is split into three distinct parts: Foundations, Flows, and Futures. The first part will establish the theoretical and conceptual grounds for the critical inquiry to follow during the latter part of the course. Theoretical, political, economic and cultural foundations and explanations of globalization will be expounded in this section. The second part will explore the flows of globalization, building on ideas of intersectionality, liquid modernity and implosions/expulsions. We will explore the transformative power of convergence and capital on: technologies, migration, the environment, production/consumption/waste, health, and gender. Finally, students will reflect on future trajectories of globalization through studies of supranational and national reform, and political movement resistance.
Course Aim
The core aim of SOCY225 is to introduce students to the sociological study of globalization. The course provides students with a toolkit to consider explanations, implications and futures of globalization, as well as work through key sociological concepts in a global context.

Course Outcomes
By the end of the course, students should have an appreciation and understanding of:
• major sociological perspectives on globalization;
• the relationship between key sociological concepts and globalization;
• analytic and empiric research, and knowledge of key debates in the studies of globalization;
• descriptive and argumentative writing; and,
• critical thinking skills

Required Readings
All readings, long form journalism and audiovisual material will be posted to onQ.

Course Requirements
20% - Critical Media Responses (2 x 10%) Due SEPT 28 & NOV 16
25% - Midterm Take Home Exam Due OCT 24
15% - Paper Proposal Due NOV 4
40% - Final Research Paper Due DEC 7

Assignments & Expectations
**Note: Detailed assignment instructions will be provided in class before each relevant deadline. **

Critical Media Responses (2 x 10%)
• Students will be expected to write two short (500 word) responses using conceptual tools from the course to critically explore a relevant global issue or problem in news.
  o Students should approach this assignment as though they are investigative journalists who are challenging mainstream interpretations of global problems and are expected to reinterpret the story using the explanatory and analytic tools explored through course readings and discussion.
  o Students who draw meaningful connections using sociological language, terms and concepts discussed in the course can expect to receive higher grades.
  o Students may not include direct quotations in their responses.
  o Responses will be graded for sentence clarity, grammar and overall writing quality – be sure to edit and spell check before submitting.
  o Responses must be double spaced, 12-point times new roman font, .doc or pdf
  o Please include an active link to the news article or a PDF of the article.
• RESPONSE 1 DUE: FRIDAY SEPT 28, 2018 @11:00PM TO ONQ
• RESPONSE 2 DUE: FRIDAY NOV 7, 2018 @11:00PM TO ONQ

Midterm Take Home Exam (25%)
• The test will consist of short and long answer questions. It will be given out at the end of class on week 6 (OCT 12). Questions will cover all lectures and course readings from weeks 1-7. **Hint: I’ll be giving you some pointers in week 7 classes.
• DUE: WEDNESDAY OCT 24, 2018 @11:00PM TO ONQ
Paper Proposal (15%)

- Students must submit a 1-2 page (single space) final essay proposal (see Final Essay for paper expectations). Your proposal should include:
  - A tentative title.
  - A clear identification of the topic you wish to explore, and your rationale for choosing this topic.
  - A tentative thesis statement or articulation of the argument advanced in the paper.
  - An outline of how you plan to structure your essay.
  - 3 academic, annotated sources, written in proper ASA/APA style.
  - Annotations should be 5-8 sentences and include the following details:
    - The main argument of the piece.
    - The method or approach used by the author to support their argument.
    - The key points made, and the strengths and weaknesses of the argument.
    - A very brief articulation of how this article will be useful in your paper.

- The purpose of the outline is to ensure that students are well prepared to write their final essay and will provide an opportunity for feedback prior to embarking on substantive research or writing. This assignment should be seen as a stepping stone and initial foray into the work of the final essay.

- 12-point times new roman font, .doc format
- DUE: SUNDAY NOV 4, 2018 @11:00PM TO ONQ

Final Research Paper (40%)

- The final research paper will be an opportunity for students to explore a thematic area from the course in greater detail.
- The paper will be situated in one of these general areas: colonialism/ post-colonialism, migration, the environment, consumerism, health, gender and social movements.
- Example of case studies will be expanded up on in lecture
- See this site for additional ideas: http://www.globalissues.org/

- Students should endeavor to be reflexive about why they have chosen their topic and are encouraged to discuss local connections and implications related to their topic areas.

- Papers should address some (though not necessarily all) of the following questions:
  - What is the problem? Who are the actors involved (e.g. people, institutions, states)?
  - What is the role and interplay of globalization in creating this problem?
  - Who is affected by this problem? How?
  - What are the alternatives? How can this problem be addressed?

- Papers must be double spaced, 8 pages in length, in 12 point, times new roman font, .doc format.
- Papers must include 6 academic sources (including 1-2 course readings), and 4 non-academic sources (e.g. newspaper articles, alternative media, government/NGO reports)
- All references and citations must follow proper ASA/APA style.
- DUE: FRIDAY DEC 7, 2018 @11:00PM TO ONQ
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<thead>
<tr>
<th>Week</th>
<th>Lectures &amp; Readings</th>
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### Part I Foundations – Global Economies and “The Market”

**Sept 26**

**(Lecture 6): Economic Globalization**

**Sept 28**

**(Lecture 7): The Myth of the Market**

**Supplementary Readings**

**CRITICAL RESPONSE 1 DUE SEPT 28**

### Part I Foundations – The Politics of Globalization

**Oct 3**

**(Lecture 8): Politics and Global Governance**

**Oct 5**

**(Lecture 9): Politics, Security and Terror**

**Supplementary Readings**

### Part I Foundations - Cultural Globalization

**Oct 10**

**(Lecture 10): Cultural Globalization**

**Oct 12**

**(Lecture 11): Food Cultures: McDonaldization to the California Roll**
### Supplementary Readings

**MIDTERM HANDED OUT END OF LECTURE 12**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Dates</th>
<th>Readings</th>
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| 7    | Part II Flows – Technologies & Digital Geographies | Oct 17 | (Lecture 12): Technologies & Digital Geographies  
| 9    | Part II Flows – Mobilities & Migration | Oct 24 | **READING WEEK – CLASS CANCELED** |
| 10   | Part II Flows – The Environment | Nov 7 | (Lecture 16): Environmental Degradation  
|      | Part II Flows – The Environment | Nov 9 | (Lecture 17): Climate Change and Climate Injustice  
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Nov 14</td>
<td>Part II Flows – Consumption &amp; Waste</td>
<td>(Lecture 18) Fashioning Global Commodity Chains</td>
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<td>a fast fashion retailer. Journal of Economic Geography, 8(1), 21-38.</td>
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<td>Nov 16</td>
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<td>(Lecture 19) Waste</td>
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<td>UK: Polity Press.</td>
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<td>dump. Anthropology of Work Review, 29(2), 25-34.</td>
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<td>Supplementary Readings</td>
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<td>Bauman, Z. (2004). To each waste its dumping site: Or the waste of globalization. In Wasted</td>
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<td>CRITICAL RESPONSE 2 DUE NOV 16</td>
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<td>Nov 21</td>
<td>Part II Flows – Poverty, Hunger &amp; Health</td>
<td>(Lecture 20) Global Inequalities Health &amp; Hunger</td>
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<td>Nov 23</td>
<td>Part II Flows – Globalization and Gender</td>
<td>(Lecture 21) Globalization &amp; Gender: Tourism to Trafficking</td>
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<td>Supplementary Readings</td>
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**Note: The outline is tentative and therefore the dates for the various subjects can change, as can the reading assignments. Please check the course onQ site for further information about classes and for any changes to the course outline.**

**Grading Scheme**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical course average</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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</tbody>
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**Late Submission Policy**

Assignments will be penalized 2% for every day (including weekends) that they are late. The first 2% is applied 2 hours after a submission deadline and is applied every 24 hours thereafter.
Academic Consideration for Students in Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: http://www.queensu.ca/artsci/accommodations.

Students in other Faculties and Schools should refer to the protocol for their home Faculty.

Accommodations for Disabilities

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Appeals

Take some time to think about your grade and your feedback.

Do not contact the instructor or TAs until at least 24 hours after grades are posted.

You instructor and TAs are happy to meet with you to discuss your assignments and how to improve; however, grade appeals are formal processes to be submitted to the instructor. All appeals must be:

- < 1 page (single spaced)
- Engage with assignment instructions
- Engage with feedback
- Explicate strengths and weakness of paper (critical reflections)
- Highlight areas you felt were overlooked.

We are very happy to discuss your expectations, goals and problems in general, and offer whatever support we can. However, any appeals must be about the specific assignment and grading process.

If the matter cannot be resolved with the TA and the Instructor, the student can appeal to the Head of the Department, who will ask a member of the Department with some or related expertise in the course subject matter to blind assess the work relating to the appeal.
Contact Policy
I will usually respond to emails within 24 hours. If I do not respond within 48 hours, please send me a reminder email (I will not be offended). Use of your official Queen’s email is required. For questions, concerns, and issues that require a longer reply (more than 3 sentences), please see me in person during office hours.

I encourage students to visit my office hour or the scheduled TA office hours for feedback and advice on tests and papers. I will hold two regular weekly office hours. I will also be available for office hours by appointment. Please email to book an appointment; do not ‘drop in’ with the expectation that I can see you.

Academic Integrity
Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1: http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity).

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Student Responsibilities
In addition to completing required assignments before class, I ask that all students keep abreast of international news. While at times it may feel like an ‘infoglut’, as global citizens, it truly is our duty to be aware of changing world patterns.

I’d recommend The Guardian, Washington Post, New York Times, The Financial Times, the CBC, the Intercept, Aljazeera, Vice News, and the BBC. Most of these outlets have apps and online content and are also free to access via the library. Each week check out the news section of onQ where I will be posting relevant news articles and some of my favourite podcasts!

I will regularly lead discussions based on course readings and will ask students for commentary on such readings. A number of small group and simulation exercises will take place in class, in addition to possible film showings. All students are responsible for their attendance and their own note taking. All activities are crucial to the class and to your performance in it.

I look forward to great camaraderie and an excellent semester!