

FAYETTEVILLE STATE UNIVERSITY
College of Arts and Sciences
Department of Sociology
SOCI 150 The Global Society

Section I: LOCATOR INFORMATION

Semester: Fall 2011

Course Number & Name: SOCI 150.01: The Global Society

Number of Semester Hours of Credit: 3:0

Time Class Meets: MWF 3-3:50 pm

Total Contact Hours: 37.5 **Instructor:** Pamela Collins,MA

E-mail: pbcollins01@uncfsu.edu **Office Location:** By Appointment: **Office Hours:** M/W 11:00-1:00pm **Office Phone:** 910-672-1122 (leave message)

IMPORTANT DATES:

Classes Begin 08/18/2011

Exam One 09/16/11

Exam Two 10/12/11

Exam Three 11/04/11

Exam Four * Final Exam Week (as indicated by FSU schedule or on: 12/09/11

Last day of classes 12/09/2011(Final exam week)

Port Folio Assignments due: 09/02,09/23,10/07,10/28,11/30

Student Presentations, week of: 11/07-11/09 and 11/14-11/18 and 11/21-11/23

E-MAIL POLICY

FSU provides each student, free of charge, an e-mail account that is easily accessible via the Internet. The university has established e-mail as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their e-mail on a regular basis to remain aware of important university information.

The university maintains computer labs for students use, and these are available for checking e-mail. Students making inquiries via e-mail to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU e-mail account.

Rule and regulations governing the use of FSU e-mail may be found at:

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

Section II: COURSE DESCRIPTION

SOCI 150 is an introductory course that focuses on the global society. Using a variety of techniques, the course introduces students to several of the more pressing global issues and demonstrate their interconnectedness; acquaints students with the main structural features of the global system; equips students to live and work in a globally interdependent world, develops students' ability to work with diverse sets of interest groups on complex issues that cross local and national boundaries; and, by demonstrating the links between global issues and the global society, encourages a recognition of the ethical and social responsibility of global citizenship.

Section III: **DISABLED STUDENT SERVICES**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Section IV: **TEXTBOOK**

Strada, Michael. 2009. *Through the Global Lens: An Introduction to the Social Sciences*.

Basic Websites:

The companion website for this course is as follows:

http://wps.prenhall.com/hss_strada_throughthe_2/

ASA Style Guide: <http://www.buffalostate.edu/library/docs/asa.pdf>

Earl Babbie's Website on Plagiarism

<http://www1.chapman.edu/wilkinson/socsci/sociology/Faculty/Babbie/plag00.html>

Section V: **STUDENT LEARNING OUTCOMES (See Appendix B for NCATE & NCDPI Expectations)**

The primary **Objectives of the Course** are to:

Primary Course Objectives

Upon completion of this course, students will be able to:

1. Develop an understanding of, and a language for, discussing global issues.
2. Develop an understanding of, and a language for, discussing the interconnectedness of global institutions.
3. Develop an understanding of, and a language for, discussing the impact of the changing human population on the environment.
4. Be more aware of their own role within the global society and the variety of ways in which their life is interconnected with the global society.
5. Learn to think more critically about the global society.
6. Learn to think more critically about the role of their society and other societies in the global society.
7. Understand the ethical and social responsibility of global citizenship

Behavioral Course Objectives

Upon completion of this course, it is expected students will be able to:

1. Articulate a clear perspective on the global society, the impact of the global society on the individual, and their place in the global society.
2. Relate concepts appropriate for discussing the global society such as (but not limited to) the global economy, free trade, sweatshop labor, colonialism, cultural relativism, multiculturalism, comparative family systems and international migration.
3. Explain the historical basis of the global society from a variety of cultural perspectives.
4. Demonstrate an appreciation for and understanding of cultural diversity; and
5. Utilize available Internet resources relevant to comprehending and explaining the global society from a variety of cultural perspectives.

Section VI: COURSE REQUIREMENTS and EVALUATION CRITERIA

What to do before your class begins (class preparation)

- Read assigned chapters/readings prior to the start of class.

Exams

- Tests/Exams are based on readings, lectures, discussions, and any videos we may watch. Students who miss class are responsible for getting notes from other students and catching up before the next class.

Key Areas to assist with being successful in class:

- It is disruptive to walk in and out of the classroom during class time. Please, be on time and attend to all personal considerations before class begins.
- Attend every class. I know who you are and I'll miss you if you don't attend. At any point, if class attendance drops, or if students begin arriving late, students who do attend on time will be given an extra credit opportunity denied to late or missing students. Please take note that attendance/participation also effect the final grade component
- Participate in class. Participating means asking substantial questions, responding to questions that you are asked, and making thoughtful, reflective comments.
- Respect the instructor and each other. Students who fail to listen when others are talking, who insult others and students who are disruptive will be asked to leave. Please review policy regarding disruptive students in syllabus
- Class power points , additional notes & supplemental material will be posted on Blackboard. You have the option to print them out and bring them to class.

Policy on missed or late assignments/ exams: There is a final presentation assignment that requires active participation in a group setting. This assignment is not eligible for make-up work. A 10 percent deduction will be applied to any student missing the presentation date. Late assignments and rewritten assignments are subject to penalties in the form of score reduction.

There will be four exams administered in class, including a Final Exam, administered on the last day of class. Tests will be a combination of T/F, multiple choice questions, and essay questions from the text material/readings, as well as lecture discussions in class. Approximate dates for the exams are indicated

in the syllabus. No make-up exams will be given except in cases of dire emergency. In such cases, and the student is not present for an exam-All make up tests missed by the student, **will be taken during last day the course or the last week of class, designated by the instructor. Student will receive a 'zero' if exam is not completed. It is the sole responsibility of the student to contact the instructor and arrange make up exam dates. There will also be a makeup day form for student to sign when arranging to take make up exam. I do not give incomplete grades. No assignments/exams will be accepted or exams taken after the last day of class.**

Extra- credit : points may be earned by attending university sponsored lectures and other academically related functions (as indicated by the Global Scholars Community) – Student is required to discuss approval for extra credit with instructor prior to attending event scheduled.

In the event that these policies require adjustment, a written amendment to the syllabus will appear on Blackboard.

FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices . To include computer lap tops- are not permitted in the class- unless otherwise approved by instructor
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. **Others as specified by the instructor .**

3. Refrain from walking in and out of the classroom during class time. Such disruptions will be considered in the same manner as tardies. Please, attend to all personal considerations before class begins.

4. In accordance, with university policy, children are not permitted in the classroom. Guests must have prior approval by the instructor.

5. Eating and drinking (all) are prohibited during class.

6. Pagers, cellular phones, MP3 players and other like devices are disruptive to the learning process. All such devices should be **turned off** before entering class. **Accordingly, students are not permitted to use electronic devices or wear headphones or other paraphernalia that may be distracting to the classroom environment, unless approved by instructor. Instructor can also verify that student is using device for classroom activities. Students failing to do so or, will be asked to leave the class.**

7. Students must refrain from any activity that will disrupt the class; this includes passing notes and carrying on personal conversations while class is being conducted.

8. Students are not permitted to use profanity in the classroom.

9. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

10. Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines; the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
 2. Direct student to change seating locations.
 3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
 4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
 5. Lower the student's final exam by a maximum of one-letter grade.
 6. File a complaint with the Dean of Students for more severe disciplinary action.
- Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

Reminder of: Departmental Policies

1. Children are not permitted in the classroom.
2. Eating and drinking are prohibited during class.
3. Pagers, cellular phones, other like devices should be turned off before entering class. Such devices are disruptive to the learning process.

Academic Dishonesty/Attendance Policy

Fayetteville State University's policy on academic dishonesty and attendance will be enforced. Please refer to the Student Handbook.

CLASS PARTICIPATION:

To develop fully your critical perspectives, exposure to alternate interpretations of global events is vital. Open discussion of ideas will also help you develop your critical analyses and contribute to your ability to **prepare a successful presentation and student portfolio.**

As a partial fulfillment of the class participation requirement (the portfolio/presentation component), students are responsible for bringing in items to promote discussion for one class **on dates indicated on the syllabus (a total of 5).** For example, you may bring to class a newspaper article, magazine article, culturally specific artifact, a political cartoon, poem, video clip (this is a very flexible option...have fun...provided you can explain the exact relevance of your "find" to our current section of the course text & lecture) that illustrates whatever concepts/papers we are currently working on. Items should promote discussion of between 5 and 10 minutes. Items will include a short talk by the student. Each item should include a component that may be turned in for credit (The actual article, a short, paragraph summary, a bibliography, etc.). A total of 25 points will be accumulated for the portfolio items.

AND

PRESENTATION

After you are assigned a country to explore, students will prepare a fifteen minute presentation that touches on a combination of the following information (Choose TWO Letters): **(A) Language (B) Food and Dining (C) Music and Literature.** Student choices must be approved by the SOCI 150 instructor. (D) Any similar major topic of sociological interest suggested by you, approved by instructor..

In addition to the key areas of interest (A,B,C mentioned above), Also include in your presentation two of the key areas listed below:

1. What is the Political System of this country,
2. What is the educational system of this country,
3. What is the population of this country,
4. What is the relationship of the family in this country,
5. What is a critical problem in this country-
6. List an important fact you learned about this country

This presentation will consist of groups of 4 (four) students- for each group, a student will take part in the oral presentation and each group will submit a written summary of each person's contribution given to the instructor on the day of the presentation. All cited material must be in ASA format. A requirement of 4-5 references/academic sources, including our class text, must be included in the

presentation and listed in the reference page attached to the overall written summary of each group. A total of 75 points accumulated for the presentation assignment.

EVALUATION CRITERIA

Course Grade

The course grade will be based on Four (4) textbook exams, One (1) student presentation/portfolio, and the successful completion of class participation requirements.

Exams will cover materials from the textbook, lecture notes, and class handouts.

Requirements Points/Percentage

Exam One	100	20%
Exam Two	100	20%
Exam Three	100	20%
Exam Four.....	100	20%
Class Participation.....	50	2.5%
Attendance.....	50	2.5%
Portfolio/Presentation...	100	15%

Total Possible Points 600/ 100%

FSU Grading Scale

A = 92-100 B = 83-91 C = 73-82 D = 64-72 F = 63 and below

Section VII: ACADEMIC SUPPORT SERVICES

Students in Sociology 150: Global Society may use the **Smartthinking** service provided through Blackboard, or the University Writing Center to improve their writing prior to submitting the final draft of any work.

Students in Sociology 150: Global Society may Access the internet site for the textbook at http://wps.prenhall.com/hss_strada_throughthe_3_vango/

Section VIII: **COURSE OUTLINE:** This schedule and test dates are flexible and are subject to change at instructor's discretion

Unit 1: The Human Drama

Week One, 08/19- 08/26

Read Chapter One, Globalization

Week Two, 08/29- 09/02

Read Chapter Two, Social Science Philosophy and Methods

Portfolio assignment due: 09/02

Week Three, 09/05-09/09

university holiday: 09/05 (university closed)

Read Chapter Three, Unit 2: Geography and Spatial Analysis

Week Four, 09/12-09/16

Read Chapter Four, Global Ecological Problems

Exam Review on 09/14

Exam I on: 09/16

Week Five, 09/19-09/23

Chapter Five, Solving Ecological Problems

Portfolio assignment due: 09/23

Week Six, 09/26-09/30

Unit 3: Chapter Six, Subjective Influences on the Human Drama

Week Seven, 10/03-10/07

Read Chapter Seven, Psychology & Human Motivation

Portfolio assignment due: 10/07

Midterm Review: 10/07

Week Eight, 10/10-10/14

Mid Term Exam: 10/12

Read Chapter Eight, Global Ethics and Human Rights

Midterm Break: 10/17-10/18

Week Nine, 10/19-10/28

Chapter 9, Unit 4: Sociocultural Influences on the Human Drama

Film in class

Portfolio assignment due: 10/28

Week Ten, 10/31- 11/04

Read Chapter Ten, Sociology and Human Social Activity

Exam Review on 11/02

Exam III on 11/04

Week Eleven, 11/07-11/09

university holiday on 11/11 (university closed)

Read Chapter Eleven, Comparative Cultures

Student Presentations Due (Groups # 1-4)

Week Twelve, 11/14-11/18

Continue Chapter Eleven, Comparative Cultures

Unit 5: Directing the Human Drama

Read Chapter Twelve, Political Science: Who gets What

Portfolio assignment due: 11/18

Student Presentations Due (Groups 5-7)

Week Thirteen, 11/21-11/23

university holiday on 11/25 (university closed)

Unit 6: Read Chapter Fourteen, Macroeconomics and U.S. Economic Hegemony

11/21- Student Presentations Due (Groups 8-10)

Week Fourteen, 11/28- 12/02

Read Chapter Fifteen, International Economics

Portfolio assignment due: 11/30

Review for Final Exam

12/05-12/09 Final Exam

Section IX: TEACHING STRATEGIES 8

Classes will involve extensive reading, discussions, mini-projects, and researching information on the Internet.

Section X: BIBLIOGRAPHY

Adams, J. Michael and Angelo Carfagna. 2006. *Coming of Age in a Globalized World: The Next Generation*. Bloomfield: Kumarian Press.

Amin, Samir. 1997. *Capitalism in the Age of Globalization: The Management of Contemporary Society*. London: Zed Books.

Appiah, Kwame A. 2006. *Cosmopolitanism: Ethics in a World of Strangers*. New York: Norton.

Bauman, Zygmunt. 1998. *Globalization: The Human Consequences*. Cambridge: Polity Press.

Boyd-Barret, Oliver and Terhi Rantanen. 1998. *The Globalization of News*. London: Sage.

Clarke, Susan E. 1998. *The Work of Cities*. Minneapolis: University of Minnesota Press.

Friedman, Thomas. 2007 [2006, 2005]. *The World Is Flat 3.0: A Brief History of the Twenty-first Century*. New York: NY: Picador.

Greider, William. 1997. *One World, Ready or Not: The Manic Logic of Global Capitalism*. New York: Simon & Schuster.

Haynes, Jeff. 1999. *Religion, Globalization, and Political Culture in the Third World*. New York: St. Martin's Press.

Herod, Andrew, Gearoid O Tuathail, and Susan M. Roberts. 1998. *An Unruly World? : Globalization, Governance, and Geography*. New York: Routledge.

Holton, R.J. 1998. *Globalization and the Nation-State*. New York: Macmillan Press.

James, Jeffrey. 1999. *Globalization, Information Technology and Development*. New York: St. Martin's Press.

Kiely, Ray and Phil Marfleet. 1998. *Globalization and the Third World*. New York: Routledge.

Nandi, Proshanta K. and Shahid M. Shahidullah. 1998. *Globalization and the Evolving World Society*. Boston: Brill.

Sassen, Saskia. 1998. *Globalization and Its Discontents*. New York: New Press.

Segesvary, Victor. 1999. *From Illusion to Delusion: Globalization and the Contradictions of Late Modernity*. San Francisco: International Scholars Publications.

Snarr, Michael T. and D. Neil Snarr. 2008. *Introducing Global Issues, 4th Edition*. Boulder, CO: Lynn Rienner Publishers.

NCATE 9

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course. NCDPI Social Studies Standards	NCATE Standard(s)	Assessment(s)
1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions