Section I: LOCATOR INFORMATION

Semester: Spring 2014  
Course Number & Name: SOCI 150: The Global Society 01  
Number of Semester Hours of Credit: 3:0  
Time Class Meets: MWF 1-1:50  
Total Contact Hours: 37.5  
Instructor: Dr. Heather Griffiths (Dr. G)  
E-mail: hgriffit@uncfsu.edu  
Office Location: 210-A Taylor Science  
Office Hours:  
Office Phone: 910-672-2972

IMPORTANT DATES

Classes Begin: January 13  
MLK, Jr. Holiday: January 20  
Exam One: February 14  
Holiday: March 8-14  
Founder’s Day: April 10  
Exam Two: April 11  
Holiday: April 18  
Last day of classes: May 2  
Presentation Exam

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 IV: TEXTBOOK

Section V: STUDENT LEARNING OUTCOMES

Primary Course Objectives

Students Will:

- Demonstrate an understanding of global literacy
- Demonstrate an appreciation for the global diversity of cultures, values, and belief systems and the common humanity underlying them.
- Develop an ability to interact effectively with culturally different peoples, understand cultural interdependence, and create solutions to intercultural problems.
- Develop an understanding of, and a language for, discussing global issues.
- Develop an understanding of, and a language for, discussing the interconnectedness of global institutions.
- Explain the historical basis of the global society from a variety of cultural perspectives.
- Demonstrate an appreciation for and understanding of cultural diversity.

Section VI: COURSE REQUIREMENTS and EVALUATION CRITERIA

What to do before your class begins

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

Happiness in the classroom

- It is both disruptive and rude to walk in and out of the classroom during class time. Please, be on time and attend to all personal considerations before class begins.
- If you have a question, ask it. There are no stupid questions, and someone else is probably wondering the exact same thing.
- Participate in class. Participating means asking good questions, responding to questions that you are asked, and making thoughtful comments.
- Don’t be a knucklehead. Turn off your cellphone and stay off the internet during class.
- 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.

Getting a good grade in this class

- Class participation assignments are handed out regularly. It is the sole responsibility of the student to complete and turn in any assignments that can be completed outside of class; no later than the exam following the missed assignment(s).
- Policy on missed or late assignments: There are many assignments that require active participation in a group setting. These assignments are not eligible for make-up work. With the appropriate FSU required documentation, students may submit
other forms of missed and late work on a case-by-case basis after IMMEDIATELY notifying the instructor of his/her need to do so. I need proper documentation for my files before you may turn in missed work.

- Late assignments and rewritten assignments are subject to penalties in the form of score reduction.

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

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. Therefore, class participation in the form of good questions and active comments is a required part of this course. Periodically throughout the semester we will hold class exercises with a submitted component. We may share food, we may view movie clips, we may discuss a current event.

These exercises will make up your class participation grade and are worth approximately 10 pts. apiece. These may take place at any time during class, so if you come in late you risk missing them. You can miss three or four of these without any change to your class participation grade so no make-ups will be allowed.

PRESENTATION

After you are assigned a country to explore, you will prepare a ten minute presentation that touches on (A) Basic demographic data (race, class, gender, mortality, religion, etc.) (B) Information/statistics regarding politics, economics, etc., (C) aspects of globalization present in the country you are presenting on, and (D) some combination of the following information (Choose TWO Letters): (A) Drugs, Legal or Otherwise (B) Food (C) Media (D) War (E) Status of Women (F) Sports (G) Any similar major topic of sociological interest suggested by you, approved by me.

We will have class time to go over examples and outline your project.

PRETEST/POSTTEST STATEMENT

As part of the Department of Sociology’s assessment of program and student outcomes, students will be asked to take a pretest at the beginning of the semester and a posttest at the end of the semester. The score made on the pretest and posttest will not affect the grade earned in the course. The test will help the department assess how well particular areas of the discipline are covered and give the department an overall look at student performance in those areas. The test will be administered online through Blackboard. Students can earn five points extra credit for taking the pretest and another 5 points extra credit for taking the post, IF the student takes both the pretest and the posttest. More specific details of the exam will be given during the first week of class.
EVALUATION CRITERIA

Course Grade
The course grade will be based on two (2) textbook exams, One (1) student presentation, one (1) presentation exam, and the successful completion of class participation requirements.

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

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<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam One</td>
<td>100</td>
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<td>Exam Two</td>
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<td>Exam Three</td>
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<td>Class Participation</td>
<td>100</td>
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<td>Presentation</td>
<td>100</td>
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Total Possible Points 500

Accumulation of your total earned points, divided by total possible points for the course will determine your course grade.

Total Earned Points
________________ X 100 = Your Semester Score

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 Smarthinking 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_throughtthe_3_vango/

Section VIII: COURSE OUTLINE: This schedule and test dates are flexible and are subject to change.

Unit 1: The Human Drama

Week One, January 13-17
- Syllabus
- Take pre-test by January 17
- Where am I?
• Who is that?
• Read Chapter One, Globalization for Wednesday January 15
• Recommend: Complete the study guide

Week Two, January 21-24
• No class Monday, MLK, JR. Holiday
• Read Chapter Two, Social Science Philosophy and Methods and Three, Geography and Spatial Analysis
• Recommend: Complete the study guide

Unit 2: Physical Setting Underlying the Human Drama

Week Three, January 27-31
• Read Chapter Four, Global Ecological Problems
• Recommend: Complete the study guide

Week Four, February 3-7
• Chapter Five, Solving Ecological Problems
• Recommend: Complete the study guide

Unit 3: Subjective Influences on the Human Drama

Week Five, February 10-14
• Read Chapter Six, Identity Amid Human Diversity
• Recommend: Complete the study guide
• Exam One February 14

Week Six, February 17-21
• Read Chapter Eight, Global Ethics and Human Rights
• Recommend: Complete the study guide

Unit 4: Sociocultural Influences on the Human Drama

Week Seven, February 24-28
• Read Chapter Ten, Sociology and Human Social Activity
• Recommend: Complete the study guide

Week Eight, March 3-7
Gandhi and/or Born into Brothels

March 8-14, Spring Break

Week Nine, March 17-21
• Read Chapter Eleven, Comparative Cultures
• Recommend: Complete the study guide
Unit 6: Producing the Human Drama

Week Ten, March 24-28
- Read Chapter Fourteen, Macroeconomics and U.S. Economic Hegemony
- Recommend: Complete the study guide

Week Eleven, March 31-April 4
- Read Chapter Fifteen, International Economics
- Recommend: Complete the study guide

Week Twelve, April 7-11
- Exam Two April 11

Week Thirteen, April 14-16
- April 18, Holiday
- If you are a graduating senior, PLEASE INFORM ME BY April 16.
- Complete Post-Test by April 16
- Student Presentations

Week Fourteen, April 21-25
- Student Presentations

Week Fifteen, April 28-May 2
- Student Presentations

Final Exam (TBA) is based on student presentations.

Section IX: TEACHING STRATEGIES

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

Section X: BIBLIOGRAPHY


Appendix A
Presentation Rubric

1. **Basic Demographics/Statistics** /15 pts
   
   15-11 Student provides comprehensive, current, well-sourced information regarding demographics, the economy, and other general, country-specific, information.
   
   10-6 Student provides detailed information regarding demographics and several other pieces of key information. Information may be slightly out of date but is well-sourced.
   
   5-1 Student provides information regarding demographics and/or some additional country specific statistics. Information may be slightly out of date and comes from a single source which may not be reliable.
   
   0 Student fails to present demographic, additional key information, or statistical information, or what is presented is extremely outdated and/or from the popular press.

2. **First Area (Crime, Food, Media, War/Terrorism, Status of Women, Recreation, Other)** /20 pts

   20-16 Student provides several visual aids to illustrate comprehensive, well-sourced information related to, and inspiring dialogue about, the area under discussion.
   
   15-10 Student provides several visual aids but they are not a good fit with the area under discussion. These aids illustrate information and may inspire discussion, but information on this area is not well-sourced or comprehensive.
   
   9-5 Student attempts to provide at least one visual aid that may or may not fit the area under discussion and/or fails to inspire dialogue. Information on this area is minimal and is not well-sourced.
   
   4-0 Student fails to present information on the area, or what is presented is extremely outdated and/or from the popular press.

3. **Second Area (Crime, Food, Media, War/Terrorism, Status of Women, Recreation, Other)** /20 pts

   20-16 Student provides several visual aids to illustrate comprehensive, well-sourced information related to, and inspiring dialogue about, the area under discussion.
   
   15-10 Student provides several visual aids but they are not a good fit with the area under discussion. These aids illustrate information and may inspire discussion, but information on this area is not well-sourced or comprehensive.
   
   9-5 Student attempts to provide at least one visual aid that may or may not fit the area under discussion and/or fails to inspire dialogue. Information on this area is minimal and is not well-sourced.
   
   4-0 Student fails to present information on the area, or what is presented is extremely outdated and/or from the popular press.

4. **Bibliography, including a fact summary for test questions:** /10 pts.

   10-7 Bibliography is detailed and in the ASA style.
   
   6-4 Bibliography is detailed but is not in the ASA style.
   
   3-1 Bibliography is incomplete or missing.
   
   0 Bibliography is incomprehensible or missing.

5. **Fact Summary for use as study guide:** /10 pts.

   10-7 Fact sheet is exemplary, including many details from the presentation.
   
   6-4 Fact sheet is good, including some details from the presentations.
   
   3-1 Fact sheet is incomplete/poorly constructed/lacks interesting details.
   
   0 Fact sheet is incomprehensible or missing.

10-7 Student clearly connected two or more pillars of globalization (economic, environmental, culture, military, communication) with well-chosen examples of how their country relates to another country.
6-4 Student attempted to connect at least two pillars of globalization (economic, environmental, culture, military, communication) with examples of how their country relates to another country.
3-1 Student mentioned one pillar of globalization (economic, environmental, culture, military, communication) during their presentation.
0 Student did not cover any aspects of globalization during their presentation.

7. Response to Questions during class discussion: ______/5 pts

5-4 Student provides detailed, well-thought out response to student and professor questions
3-2 Student provides response to student and professor questions
1-0 Student is unable to respond to questions and/or the presentation was so minimal that no questions can be conceived.

8. Overall Quality (logical progression of presentation, clear speaking, good eye contact, appropriate demeanor): _____/10 pts

10-6 Student presentation had logical progression, student was clear spoken, student made good eye contact, student had the appropriate demeanor and self-presentation, student does not read from slides.
5-1 Student attempted to develop a logical progression in topic, student was clear spoken and made eye contact most of the time, student attempted to achieve the appropriate demeanor and self-presentation, student read some slides/notes but more often spoke to the class.
0 Student was completely unable to develop a presentation, student wandered off-topic and/or may have shown an inappropriate demeanor and/or self-presentation.

FINAL SCORE* ____________________________

*Students will lose 2 points from their final score for each presentation they miss that is not excused with official documentation.*
Appendix B
Policies

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 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.

Policy on Disruptive Students
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.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

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

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;

Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

Use of cell phones and other electronic devices
1. Overt inattentiveness (sleeping, reading newspapers)
2. Eating in class (except as permitted by the faculty member)
3. Threats or statements that jeopardize the safety of the student and others
4. Failure to follow reasonable requests of faculty members
5. Entering class late or leaving class early on regular basis
6. Others as specified by the instructor.

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.

**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.