

# **Global Sociology: Capital, Power, and Protest in World-Historical Perspective**

SOCL B331

Department of Sociology

Bryn Mawr College

Fall 2016

Class Meeting: Monday 7:10 p.m. – 10:00 p.m. / Location Dalton Hall 1

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## **Course Description**

The last decades of the 20<sup>th</sup> century brought about a series of social, political, economic, and cultural changes that have reshaped our ways of understanding and thereby relating to the world. Globalization as a conceptual paradigm has assisted us in comprehending those changes and most importantly the impacts that those changes have brought to our lives individually and collectively. In this sense, globalization has not only stirred up a series of debates within the social sciences about its novelty, but has also become one of the most contested concepts, meaning that there are different and competing understandings of what the term means and how to assess the process. With this in mind, the objective of this course is to explore the distinct themes that make up what is referred to as the sociology of globalization. These include: globalization studies and theories of globalization; the global economy; political globalization; globalization and culture; transnational civil society/transnational social movements; globalization and gender/race/ethnicity; transnational migration; love, intimacy, and families in a globalized society; new global division of labor; and human consequences of globalization in the form of the so-called wasted lives (Bauman), to mention just a few. Linkages between social, political, and economic forces that play a role in shaping trends and problems will be analyzed through lectures, readings, discussions, case studies, and films shown in class. An intersectional perspective of race, class, nationality, and gender (among other social axes of oppression) will be used to demonstrate how various historically marginalized groups experience the impact of globalization. Finally, this course adopts a social justice framework with the intent to cultivate students as active agents of change.

## **Course Objectives**

By the end of this course, each student is expected to:

1. Learn how to identify a wide variety of global trends and problems and articulate how distinct global theories explain the construction of each issue.
2. Generally understand how each global phenomena discussed in class is framed by various macro and micro levels (i.e. global, national, state, and local) of analysis.

3. Learn how to apply an intersectional perspective to underscore inequality across race, class, nationality, and gender for each global trend and problem covered throughout the course.
4. Learn how to identify the power relations between nations and within nations and most importantly transnational and global social movements that are fighting back globalization.
5. Critically write an in-depth research paper on a global trend or problem of interest and offer policy recommendations for solving the issue that are grounded in sociology.

**Required Books**

1. Steger, M. 2013. (3<sup>rd</sup>. Ed). Globalization: a very short introduction. Oxford: Oxford University Press.
2. A set of additional readings are available on Moodle

**Course Requirements**

1. In-class Contribution .....	10%
2. Critical Thinking Exercise (2) .....	20%
3. Group Co-Facilitation .....	10%
4. Midterm .....	20%
5. Final Creative Project.....	20%
6. Final Exam .....	20%

1. **In-Class Contribution:** This course seeks to engage students in a fruitful collective learning process which is mainly based on in-class contribution. Thus, this part of your grade is based on active and informed contribution that demonstrates a thoughtful reading of the course material. It is your responsibility to read all course materials prior to class. We have the privilege of having this class be an undergraduate seminar, so please come to class prepared to engage with the material.
2. **Critical Thinking Exercise (CTE):** You will have to turn in two written CTEs on the assigned readings, videos, class, lectures and discussion. Each CTE should be approximately 3-4 double-spaced typed pages. Each brief should develop an analytical discussion on the particular topic assigned, mentioning the readings for that topic, lectures, videos and discussions. Please refer below to the week-by-week schedule, which will indicate the topic you are to write on and due dates.
3. **Co-Facilitation:** On the first week of classes you will select one topic of your interest out of the topics to be discussed during the semester. You will co-facilitate the class on the date your topic will be discussed in class. Your job is to read the articles or chapter/s and put together a 10-15 minute presentation on the readings. The presentation should summarize the key findings of the articles/chapters, and how those findings relate to previous material discussed in class, and conclude with a least three discussion questions to open up for a class discussion. All students are expected to participate in the discussion. In the event of a small number of students register in the class, groups will be substituted by individual co-facilitators.

4. **Exams:** Both the midterm and final will be take-home examinations. On Monday, October 3<sup>rd</sup>, I will distribute the questions for the midterm at the end of class. You will email me the exam to [vmontes@brynmawr.edu](mailto:vmontes@brynmawr.edu) by Friday, October 7<sup>th</sup> at 5 p.m. For the final exam, I will distribute the take-home exam on Monday, December 5<sup>th</sup>.
5. **Final Creative Project:** The aim of the project is to afford students the opportunity to explore either a topic addressed in the course or unexplored but related one and to prepare a presentation using one of the diverse digital tools introduced in the course. For students with less expertise with digital platforms, LTIS staff will offer support. The range of possible topics is endless; for instance, you may choose to design and deliver a 10-minute documentary addressing the interplay of global production and the role of the nation–state, or you may choose to create a blog that explores the dynamics of transnational labor migration and gender. I strongly suggest reviewing my blog at <http://veronicamontes.blogs.brynmawr.edu/>, to which I have uploaded former students' projects from recent courses. For further details refer to the handout distributed the first day of classes.

## **Grading Policy**

### **Grade Rubric**

~ 93 – 100% = 4; ~ 90 – 92% = 3.7; ~ 87 – 89% = 3.3; ~ 83 – 86% = 3.0; ~ 80 – 82% = 2.7; 77 – 79% = 2.3; ~ 70 – 76% = 2.0

**Appealing Your Grade:** If you feel that an evaluation of an assignment or exam does not fairly reflect its quality and you wish for the professor to reconsider it, you will need to submit: 1) your graded assignment and 2) a typed letter explaining point by point why you believe the grade you received does not accurately reflect the quality of your work given the requirements of the assignment. You must submit these items to the professor no later than one week of the date the graded assignment was handed back. Please note that if you ask the professor to reevaluate your work, your new grade may be lower than the original. Keep all returned work in the event that you have a grade dispute. If you cannot provide a copy of the returned work, the grade in the grade book stands.

**Additional things that will bring down your grade** are disruptive behavior; disrespect towards your professor or peers; comments that reveal a lack of preparation; sleeping in class; excessive tardiness, texting, facebooking, excessive absences, web surfing, and any other unprofessional or distracting behaviors. Excessive absences and constant disruptive behavior will result in a failing class participation grade. Do not assume that you will receive full participation credit merely for showing up to class. You must also thoughtfully participate in class discussions.

## **Access Service**

Bryn Mawr College welcomes the full participation of individuals with disabilities in all aspects of campus life. The Access Services office in Guild Hall provides support and reasonable accommodations for eligible students, employees, and guests with disabilities. Individuals who

think they may need accommodations because of a learning, physical, or psychological disability are encouraged to contact, Deb Alder, Coordinator of Access Services (610-526-7351 or [dalder@brynmawr.edu](mailto:dalder@brynmawr.edu)) as early as possible to discuss their concerns. I strongly encourage you to reach out to Deb Alder if you would like to verify your eligibility for reasonable academic accommodations. I would appreciate it if you would contact me *early* in the semester as well knowing that I will keep whatever we discuss confidential.

### **Format and Instructions for Turning in your work**

A hard copy is required at the start of class on the due date. All assignments are to be double-spaced with one-inch margins, 12 point font and stapled. Use Times New Roman.

All assignments should have the following information on the right-hand-side header:

1. Your full name as it appears on my roster. If you want to be addressed by a different name please include that name in parenthesis next to your legal name.
2. Your group name
3. The class number / title
4. Assignment title
5. Date

Include page numbers and staple your work. Hard copies may be printed front and back in order to save paper. Deviating from these specifications will result in point deductions.

Example:

/		
	John Smith (Juan)	
	SOC 142	
	Critical Thinking Exercise #3	
	11-13-14	
	Title	

### **Class Policies**

As with any class, students should behave in a professional and respectful manner. Below are the class policies.

1. **Arrive on time:** Excessive tardiness is a major disruption and will decrease your class attendance grade. Do not email me to let me know you are running late or will be absent.
2. **Cell phones should be turned completely off:** Texting is prohibited and will decrease your class participation grade. Do not use your smart phones to read the articles/chapters posted on Moodle.
3. **Computers should be used only for taking notes:** If you use a computer it should be employed for taking course notes only. In other words, Facebooking, tweeting, shopping on Amazon, watching sports highlights, and email checking are not allowed. Repeated incidents of Facebooking, emailing, and web surfing will result in a low

attendance/participation grade as it is distracting to other students and disrespectful to the professor. The repeat, unauthorized use of computers will lower your class participation grade and ultimately, your cumulative grade. If this causes problems I will ask you to leave class.

4. **Respect others' opinions and comments:** Respect is integral to the class as this course deals with controversial topics about which people have strong views and assumptions. **This course is about facts, theories, and arguments drawn from cutting edge, peer-reviewed research.** I welcome discussion but I expect you to be courteous, respectful, and professional in your conduct at all times. I will work to make sure that all students enjoy a distraction-free, civil, and supportive environment in which to learn and express their ideas—this means listening to others' ideas and addressing them respectfully. You will be asked to leave class if you are disrespectful to the professor or your colleagues.
5. **Come to class prepared:** I expect you to read the assigned readings and that you come to class prepared to participate in class discussion. You must bring the required book, a hard copy of the articles or chapters posted on Moodle to every class session.
6. **Communication:** It is the student's responsibility to frequently check their email and Moodle for any class communications. Do not contact the professor with last minute questions about exams and assignments or other matters relating to the class. Such matters should be resolved during office hours. I will not answer substantive questions related to tests or assignments via email. Absolutely no assignments will be accepted via e-mail.
7. **Missed Assignments / Midterm:** Mark the dates for presentations, quizzes, exams, and papers on your calendar NOW. Do not sign up for an assignment if you foresee any conflicts (religious holidays, travel plans, whatever). If you have conflicts with pre-scheduled assignments (book quizzes or exams) contact me ASAP to arrange to take them or turn them in early. Out of fairness to the others in the class, **I will not give penalty-free extensions or make-ups.** I do accept late papers, with a penalty of 1/3 of a letter grade per day late (e.g., an A (or 4.0) paper two days late would be a B+ (or 3.3)). I will also allow make-ups for quizzes or midterms, but the maximum grade possible on a make-up will be a B (3.0). I will only make exceptions in cases of unforeseen and serious illness or emergency. I expect you to adhere to your own honor code and only ask for exceptional treatment under truly exceptional circumstances.

### **Honor Code, Collaboration, and Plagiarism**

I take academic integrity and Bryn Mawr's honor code tradition seriously and expect you to adhere to the policies concerning academic work in that code. At the same time, I strongly believe collaboration is essential to learning. I welcome and encourage you to work together when reading and studying for this class. Feel free to help each other with the readings, to discuss readings, topics, themes, questions, assignments and strategies outside of class, and to review together when preparing for exams.

Written work that you hand in is assumed to be original unless your source material is

documented appropriately. Copying the ideas or words of another person, even a peer, a friend's published or unpublished article, or a website, as if it were your own, is plagiarism. Plagiarism of any type will result in the student's dismissal from or failure in the course. Even though you may discuss the take-home exam or journal or paper with a classmate, it is absolutely not acceptable to copy each other's work! Becoming a good scholarly writer involves learning to draw and comment on other's work without plagiarizing, or presenting another author's ideas or findings *as if they were your own*.

### **Campus Resources You Might Find Helpful**

**Each other.** If you find the reading overwhelming, it may help to form a reading group to divide and conquer it. Remember: Learning is a collective process and knowledge is built upon collaborative effort.

**Me.** I hold regular weekly office hours, and can also make appointments if you have a conflict. E-mail is generally the best way to reach me, but some time constraints may be applied such as last-minute questions for an assignment which due date is the following day.

**Tech Bar.** If you have any difficulties with Moodle, please ask for help at the Tech Bar on the first floor of Canaday.

**Writing Center.** The writing center on the second floor of Canaday can help you at any stage of any kind of writing project, from course papers, to application letters, to short stories. *All* writers benefit from feedback on their work, and this is a good place to start.

**Peer Mentor.** College can be a big change from the academic environments you have experienced previously. If you are feeling overwhelmed or want advice on things like taking notes, reading more efficiently, etc., try talking with a peer mentor. See here: <http://www.brynmawr.edu/pms/index.html>

**Your Dean.** If you are struggling academically or facing a prolonged illness, a family emergency, or any other issue affecting your academic work, please contact your dean for advice and assistance.

## Weekly Reading Schedule

The following illustrates the weekly subjects/topics and the required readings. The dates for screening documentaries/films also are shown here. Readings should be completed prior to the class lectures. All dates are approximates and subject to change. Students will be adequately informed should any scheduling changes occur.

<b><u>Week 1: Introduction and Overview of the Course</u></b>		
<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>
August 29	Introduction to course Students and Professor Introductions	<ul style="list-style-type: none"> <li>• Screening – The Debates on Globalization</li> <li>• <a href="http://brynmawr.kanopystreaming.com/video/debate-globalization">http://brynmawr.kanopystreaming.com/video/debate-globalization</a></li> </ul>
<b><u>Week 2: Labor Day</u></b>		
<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>
September 5	Labor Day – No class	
<b><u>Week 3: Macrosociology, Theories of the Global System, and Discourses on Globalization</u></b>		
<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>
September 12	<ol style="list-style-type: none"> <li>1. Chapter 1 and Chapter 2 in Steger, M. 2013. (3<sup>rd</sup>. Ed). Globalization: a very short introduction.</li> <li>2. Theories of globalization by William Robinson in the Blackwell companion to Globalization edited by George Ritzer @ Moodle</li> </ol>	
<b><u>Week 4: The Economic Dimension of Globalization</u></b>		
<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>

September 19	<ol style="list-style-type: none"> <li>Chapter 3. The economic dimension of globalization in Steger, M. 2013. (3<sup>rd</sup>. Ed). Globalization: a very short introduction</li> <li>Chapter 1 in Robinson, W. I. 2008. Latin America and Global Capitalism: A Critical Globalization Perspective @ Moodle</li> </ol>	<ul style="list-style-type: none"> <li>Screening – We buy, who pays?</li> <li><a href="http://brynmawr.kanopystreaming.com/video/we-buy-who-pays">http://brynmawr.kanopystreaming.com/video/we-buy-who-pays</a></li> <li>Or</li> <li>Screening – Santa’s workshop</li> <li><a href="http://brynmawr.kanopystreaming.com/video/santas-workshop">http://brynmawr.kanopystreaming.com/video/santas-workshop</a></li> </ul>
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**Week 5: Power, Transnational Politics, Global Governance and the State**

<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>
September 26	<ol style="list-style-type: none"> <li>Chapter 4. The political dimension of globalization in Steger, M. 2013. (3<sup>rd</sup>. Ed). Globalization: a very short introduction.</li> <li>Capitalist Globalization and the transnationalization of the State. William I. Robinson @ Moodle</li> <li>The End of the Nation-State by Kenichi Ohmae @ Moodle</li> </ol>	<ul style="list-style-type: none"> <li>LTIS presentation about the available digital platforms for the FCP, and support you may get from them for this project.</li> </ul>

**Week 6: Global Gendered Labor Regime in Global Factories**

<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>
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October 3	<ol style="list-style-type: none"> <li>1. Salzinger, Leslie. 1997. "From High Heels to Swathed Bodies: Gendered Meanings under Production in Mexico's Export Processing Industry." <i>Feminist Studies</i> 23(3): 549-574. @ Moodle.</li> <li>2. Chapter 1 – Tortilla Behemoth and Global Production in Bank Munoz, Carolina (2008). <i>Transnational Tortillas: Race, Gender, and Shop-Floor Politics in Mexico and the United States</i>. Ithaca, NY: Cornell University Press @ Moodle</li> <li>3. Chapter 6 – Hacienda BC: Gender Regime in Bank Munoz, Carolina (2008). <i>Transnational Tortillas: Race, Gender, and Shop-Floor Politics in Mexico and the United States</i>. Ithaca, NY: Cornell University Press @ Moodle</li> </ol>	<ul style="list-style-type: none"> <li>• Screening – <i>Maquilapolis: City of Factories</i>. Documentary</li> <li>• FCP proposal – Questions will be distributed in class</li> <li>• This proposal will be due on Monday, October 17<sup>th</sup></li> <li>• Midterm take-home exam will be distributed at the end of class.</li> </ul>
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**Week 7: Fall Break**

Date	Daily Reading Schedule	Film Dates / Assignments Due
October 10	No Class	

**Week 8: Global Labor Migration: The Philippines Case**

Date	Daily Reading Schedule	Film Dates / Assignments Due
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October 17	<ol style="list-style-type: none"> <li>1. Introduction of Global Woman: Nannies, Maids, and Sex Workers in the New Economy edited by Ehrenreich and Hochschild @ Moodle</li> <li>2. The Nanny Dilemma by Susan Cheever, and The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy by Rhacel Salazar Parreñas both in Global Woman: Nannies, Maids, and Sex Workers in the New Economy edited by Ehrenreich and Hochschild @ Moodle</li> <li>3. Parreñas, Rhacel Salazar. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor." <i>Gender &amp; Society</i> 14(4): 560-80 @ Moodle.</li> </ol>	<ul style="list-style-type: none"> <li>• Screening – Maid in LA</li> <li>• <a href="http://brynmawr.kanopystreaming.com/video/maid-america">http://brynmawr.kanopystreaming.com/video/maid-america</a></li> <li>• 1<sup>st</sup> CTE – Questions for this CTE will be distributed in class.</li> <li>• This CTE will be due on <b>October 24</b></li> <li>• Guest Speaker - TBA</li> </ul>
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**Week 9: The Gendered and Family Challenges for Global Labor Migrants**

Date	Daily Reading Schedule	Film Dates / Assignments Due
October 24	<ol style="list-style-type: none"> <li>1. Chapter One and Chapter Two in Mahdavi, Pardis (2016), <i>Crossing the Gulf: Love and Family in Migrant Lives</i>. Stanford, CA: Stanford University Press @ Moodle</li> <li>2. Chapter Three in Costable, Nicole (2014), <i>Born Out of Place: Migrant Mothers and the Politics of International Labor</i>. Berkeley, CA: University of California Press @ Moodle</li> </ol>	<ul style="list-style-type: none"> <li>• Screening – Chain of Love documentary</li> <li>• Screening – Going Back - Moving On: Philippines Migrants Return Home (short video clip)</li> <li>• <a href="https://www.youtube.com/watch?v=A-5dXousP_E">https://www.youtube.com/watch?v=A-5dXousP_E</a></li> </ul>

**Week 10: The Global Industry of Surrogacy: The Indian Case**

Date	Daily Reading Schedule	Film Dates / Assignments Due
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October 31	<ol style="list-style-type: none"> <li>1. Introduction: Wombs in Labor in Pande, Amrita (2014). Wombs in Labor: Transnational Commercial Surrogacy in India. New York, NY: Columbia University Press @ Moodle</li> <li>2. Chapter Three and Chapter Four in Pande, Amrita (2014). Wombs in Labor: Transnational Commercial Surrogacy in India. New York, NY: Columbia University Press @ Moodle</li> </ol>	<ul style="list-style-type: none"> <li>• Screening – <i>Made in India: A film about surrogacy</i>. (In-Class, 94 minutes).</li> </ul>
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**Week 11: Labor, Migration and Sex Trafficking: Filipinas in Japan**

Date	Daily Reading Schedule	Film Dates / Assignments Due
November 7	<ol style="list-style-type: none"> <li>1. Introduction of Salazar Parreñas, Rhacel (2011). Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo. Stanford, CA: Stanford University Press @ Moodle</li> <li>2. Chapter One and Chapter Two in Salazar Parreñas, Rhacel (2011). Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo. Stanford, CA: Stanford University Press @ Moodle</li> </ol>	<ul style="list-style-type: none"> <li>• Screening – Britain’s Modern Slave</li> <li>• <a href="https://www.youtube.com/watch?v=JKoeUxvijRA">https://www.youtube.com/watch?v=JKoeUxvijRA</a></li> </ul>

**Week 12: Culture and Economy in a Global System: The Flower Industry**

Date	Daily Reading Schedule	Film Dates / Assignments Due
November 14	<ol style="list-style-type: none"> <li>1. Introduction in Ziegler, Catherine (2007). Favored Flowers: Culture and Economy in a Global System. Durham, NC: Duke University Press @ Moodle.</li> <li>2. Chapter Two and Chapter Four in Ziegler, Catherine (2007). Favored Flowers: Culture and Economy in a Global System. Durham, NC: Duke University Press @ Moodle.</li> </ol>	<ul style="list-style-type: none"> <li>• Screening: Love, Women and Flowers. Documentary</li> <li>• <a href="https://tripod.brynmawr.edu/find/Record/.b3549637">https://tripod.brynmawr.edu/find/Record/.b3549637</a></li> <li>• 2nd<sup>st</sup> CTE – Questions for this CTE will be distributed in class.</li> <li>• This CTE will be due on <b>November 21</b></li> </ul>

**Week 13: The Global Food Economy: The Tomato Case**

<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>
November 21	<ol style="list-style-type: none"> <li>Chapter One in Weis, Tony (2007). <i>The Global Food Economy: The Battle for the Future of Farming</i>. New York, NY: Zed Books.</li> <li>Chapter One in Barndt, Deborah (2008). <i>Tangled Routes: Women, Work, and Globalization on the Tomato Trail</i>. New York, NY: Rowman &amp; Littlefield Publishers, INC.</li> </ol>	<ul style="list-style-type: none"> <li>Screening – Impact Of Globalisation: Food</li> <li><a href="https://tripod.brynmawr.edu/fined/Record/.b4363467">https://tripod.brynmawr.edu/fined/Record/.b4363467</a></li> <li>2<sup>nd</sup> CTE due today</li> </ul>
<b><u>Week 14: Globalization and the Power of Peasants</u></b>		
<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>
November 28	<ol style="list-style-type: none"> <li>Chapter Two in Desmarais, Annette A. (2007). <i>Globalization and the Power of Peasants: La Via Campesina</i>. Black Point, Nova Scotia: Fernwood Publishing.</li> <li>Chapter Three and Chapter Seven in Desmarais, Annette A. (2007). <i>Globalization and the Power of Peasants: La Via Campesina</i>. Black Point, Nova Scotia: Fernwood Publishing.</li> </ol>	<ul style="list-style-type: none"> <li>Screening – The Economics of Happiness</li> <li>FCP Questionnaire – A set of questions will be distributed in class for you to address during your final presentation</li> </ul>
<b><u>Week 15: Final Remarks</u></b>		
<b>Date</b>	<b>Daily Reading Schedule</b>	<b>Film Dates / Assignments Due</b>
December 5	<ol style="list-style-type: none"> <li>Student Presentations</li> <li>Final Remarks</li> </ol>	
<b>*I reserve the right to amend this syllabus*</b>		

<sup>1</sup> Please note: The reading material and structure of this syllabus was highly improved by borrowing ideas from other colleagues' syllabi. These include: Emir Estrada, Sociology 142: Social Trends and Social Problems, Fall 2014; William I. Robinson, Sociology 130SG: Sociology of Globalization, Fall 2007.; Jennifer Spohrer, History 230: Europe since 1945, Spring 2010; and Hae Yeon Choo, Sociology 425: Gender in Global Context, Winter 2014.