

TRANSNATIONAL SOCIOLOGY

(SYA4930, # 28293, Section R584)

Class: MWF, Period 6 (12:50-1:40 PM)

Location: Leigh Hall (LEI), Room 242

Instructor:

Dr. Ravi Ghadge (phonetically, ghaad gay; he/him/his)

Department of Sociology and Criminology & Law

Office: 3111 Turlington Hall

Office hours: MWF 9:30-10:30 AM in person or by appointment on Zoom

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(E-mail is the preferred way to contact me. Please include your full name and the course title in your subject line)

COVID-19 guidance:

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

Course Description

Conventional sociological perspectives have treated social interaction and social life through the territorially bound context of the nation-state system. However, the increasing movement of ideas, capital, and people across national borders calls into question the ability of conventional sociological approaches to assess the social transformation occurring across the globe within these trans-local and transcontinental contexts. Therefore, through a systematic examination of comparative and transnational sociological approaches, this course provides students with the critical skills to understand and address the complexities of the contemporary global world.

Course Objectives

- To understand the contribution of the comparative and historical perspective to sociological analysis.
- To examine the theoretical and methodological challenges of studying social relations beyond national boundaries.
- To explore how the transnational perspective accounts for people's diverse experiences of globalization.
- As we will be reading and producing social research, the class may be particularly interesting to those considering a career in government, the not-for-profit community, consulting, academia, law, business, or education. People in these professions are

frequently responsible for summarizing, analyzing, and conducting research. This is also undoubtedly useful for anyone considering an advanced degree in social science. But again, this is a course designed for anyone interested in improving their interpretation, analysis, and argumentation skills.

Course Format

- This course is entirely in-person. I will use a combination of several methods of instruction. Class meetings will comprise lectures, in-class activities, discussions, and films. Class participation is an essential component of the learning process for this course. Students are expected to read all the assigned reading materials **before** class and be prepared to participate in class discussions. To perform well in this course, it is crucial that you read the assigned readings carefully, take copious notes in class, and review the material regularly.
- We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials in the course's Canvas shell. You are responsible for regularly checking e-Learning for updates, discussions, instructions, posted lecture notes, and many other resources. Students can learn more about Canvas and other technologies by visiting [UF's e-learning website](#). The [UF Computing Help Desk](#) is available to help troubleshoot technical issues.
- ****Masks are expected but not mandatory for all students attending in-person classes.**

Required Reading Material

- Book: *The Transnational Studies Reader: Intersections and Innovations* by Sanjeev Khagram and Peggy Levitt, 2008, Routledge: New York and London. ISBN: 0-415-95373-1
- Book: *God Needs No Passport: Immigrants and the Changing American Religious Landscape* by Peggy Levitt, The New Press, 2009. ISBN: 978-1-59558-456-4
- Additional reading material is available on Canvas

Additional Readings: The following articles are available on Canvas

Durkheim, Emilie. 1951. *Suicide*, New York: The Free Press, Introduction, part I (pp. 41-53) + Second book, 1st chapter (pp. 145-151) + Second book, 5th chapter, part II+III (pp. 246-258).

Ebbinghaus, Bernhard. 2005. When Less is More. *International Sociology* 20(2):133-52.

Geertz, Clifford. 1971. *Islam Observed. Religious Development in Morocco and Indonesia*. Chicago: University of Chicago Press. Chapter 1("Two Countries, two cultures", p. 1-22).

Pierson, Paul. 1996. The New Politics of the Welfare State. *World Politics* 48: 143-179.

Skocpol, Theda. 1979. *States and Social Revolutions. A Comparative Analysis of France, Russia, And China*. Cambridge: Cambridge University Press. Chapter 1/Introduction (pp. 3-43, especially pp. 3-6, 33-43).

- Skocpol, Theda/Margaret Somers. 1980. The Uses of Comparative History in Macrosocial Inquiry. *Comparative Studies in Society and History* 22(2):174-97.
- Weber, Max. 1966. *The Protestant Ethic and the Spirit of Capitalism*. Los Angeles: Roxbury. "Introduction to the Sociology of Religion (pp. 13-31), and Chapter II "The Spirit of Capitalism" (pp. 47-78).
- Wimmer, Andreas, und Nina Glick Schiller. 2002. Methodological nationalism and beyond: nation–state building, migration and the social sciences. *Global Networks* 2(4):301-34.

Course Policies

Class Protocol: Please be mindful of the following

- Please do not crosstalk during lectures, when someone is speaking or asking a question, or when we are watching a film or a video.
- Avoid walking in late or leaving early as it disrupts the class.
- **Switch off your cell phones and other electronic devices** before coming to the class.
- **I do not allow computers** in the class since this often provides an opportunity for students to become distracted and disengaged. If you require a laptop to take notes, you must provide me with a letter from the Disability Resource Center.
- Please come to class prepared to complete in-class writing assignments.

Classroom Environment—People learn best when they are encouraged to ask questions and express their diverse opinions on course content, including images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, where students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas in response to challenging material. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the University of Florida's mission, which includes exploring intellectual boundaries, creating new knowledge, and pursuing new ideas.

The material in this course does not represent the instructor's personal views and opinions but represents a sociological perspective. The material may challenge some of your common-sense understanding of social inequalities and may lead you to reflect on your own (or your family's) experiences within the stratification system. For some students, this may be the first time they recognize the depth of their disadvantage or the extent of their privilege, which may cause discomfort. Sometimes, your personal experiences may not fit the sociological insights presented in class or the readings. Although this is an opportunity to learn and explore, some students may find this personally challenging and even threatening.

Occasionally, we will engage in a frank discussion of controversial and sensitive topics in this class, including (but not limited to) race, sexuality, political, and religious views. Given the

diversity of our experiences, there may be occasions when conflicting viewpoints are expressed, but we must learn to disagree respectfully and with reason.

Therefore, to ensure that we have an effective classroom that is conducive to learning, we need to establish specific **ground rules**:

- We will create a safe atmosphere in the classroom that is conducive to learning.
- We will respect others and their ideas even when we disagree with someone during class or online discussions. We will respond to *ideas* rather than personally attacking or labeling the *person* expressing them.
- Our questions should show some consideration for your audience, and our answers should show some knowledge and context for the topic being discussed.
- We will not dominate class discussions.
- We will not discriminate, harass, or intimidate another student(s).
- We will respect the instructor's role as the class moderator and facilitator.
- We will observe other common-sense courteous behavior in class and during online discussions.

According to legal and university guidelines, I reserve the right to act against consistently disruptive students.

Office Hours—If you need clarification or do not understand what we discussed in class, I am available to discuss anything with you during my office hours or over Zoom by appointment. I am happy to explain anything you do not understand or are having trouble with but come prepared with specific questions.

E-mail Policy: Students can contact me via email on my university account (ravighadge@ufl.edu) or through Canvas. However, I prefer that you contact me via my e-mail. In every email, please write your full name and the course title in the subject line. This helps me quickly identify you. I will do my best to reply to emails in a timely fashion. There is one exception: any email sent in the afternoon on a Friday or other non-business day will be responded to on the following business day.

Class participation and Excused Absences: Class participation is an essential component of the learning process for this course. Students must complete the assigned readings **prior to** class. Keeping up with the readings and attending classes regularly is critical in performing well on assignments and achieving a good grade in the course.

Students who miss classes for excused absences must email the instructor to arrange any make-up work as soon as their condition permits. To be excused, medical situations must be documented (such as a signed physician's form). Consistent with university policies, make-up work will be allowed for excused absences, as defined by UF policy, which includes illness, religious holidays, university activities, and military obligations.

Classes will be conducted in a mixed format (lecture-discussion). The instructor will provide a context-setting lecture, and students should come prepared with questions from readings – the two will form the basis of structured discussions.

Grading

Assessment Breakdown

EVALUATION	DUE DATE	PERCENTAGE OF FINAL GRADE
Attendance & Participation	Throughout semester	10%
Reading Responses	Throughout semester	10%
Short Comparative Research Papers (4x5%)-(1-2 page)	1 st : Jan 27 2 nd : Feb 1 3 rd : Feb 10 4 th : Feb 17	20%
Take-Home Exam 1	Mar 3	15%
Take Home Exam 2	Apr 26	15%
Transnational Research Paper	Proposal: Feb 17 (required) Annotated bibliography: Mar 10 Extended draft: Apr 7 Final Paper: TBD	2.5% 2.5% 20%
Research Presentation	April 19, 21, 24, and 26	5%
Total		100%

Attendance and Class Participation (10%): Students are expected to come to each class prepared to discuss the assigned reading(s). If you are uncomfortable speaking aloud in class please let me know early in the semester. The following scale will be used to evaluate participation in each class session:

100	Excellent contribution, demonstrated knowledge and engaged reflection with the reading(s)
85	Good contribution, demonstrated knowledge of the reading(s)
75	Moderate contribution, demonstrated superficial knowledge of the reading(s)
65	No contribution related to the reading(s)
0	Did not attend class

Reading Responses (10%): Students' responses must contain:

- 1) A short (max 500 words) reflection on the reading(s)
- 2) Two open-ended questions at the end of their response

The response is due by 7 pm on Canvas the day prior to our Monday and Friday meetings. Therefore, your reading response for Monday's reading will be due on Sunday at 7 pm and for Friday's reading on Thursday at 7 pm. For the Thursday reading response, you can either choose to respond to readings on Wednesday or Friday.

Your response must highlight your main takeaway from the reading(s) or some concepts discussed in the readings. The open-ended questions are intended to generate a good discussion in class the next day and to get a sense of what part of the reading requires more elaboration. Your response should demonstrate a thorough engagement with the reading.

Some readings may be conceptually difficult and seem dry or overly technical. Please give yourself enough time to read and digest the material. If you find some of the statistical portions in the quantitative readings difficult to comprehend, you may skim them and focus on the nontechnical part, including the key findings and conclusions.

You are allowed to miss two reading responses, after which any missing assignments will adversely affect your grade. Your responses will be graded according to the following rubric:

5	Engaged reflection upon the reading(s)
3	Basic familiarity of the reading(s)
1	Negligible knowledge or comprehension of the reading(s)
0	No response

Short Comparative Research Papers (4x5%=20%): The purpose of the short comparative research papers is to demonstrate the utility of the comparative method through its application to real-world stories or social problems or issues using a comparative framework across multiple settings—national, historical, institutional, and interpretive (Don't worry, we will learn about all these in the class!). There are 4 briefs in total:

1. Cross-national Comparative Paper (Due: Jan 27)
2. Comparative Historical Paper (Due: Feb 1)
3. Comparative Institutional Paper (Feb 10)
4. Comparative Interpretive Paper (Feb 17)

Each brief will be 1-2 pages long (12-inch font, double-spaced). A detailed assignment rubric will be available on Canvas.

Transnational Research Paper (20%): The transnational paper involves an investigation of a critical transnational topic or issue. The purpose of the project is to gain an in-depth understanding of the transnational dimensions of contemporary issues. The transnational project involves a creative presentation of your research in class and a final paper. You are expected to approach the topic/issue from a global and local perspective, specifically addressing transnational dimensions of the issues. The paper should be 8-10 pages long (12-inch font, double-spaced), and you must use at least 10 academic journal articles/books for the paper, out of which 3 can be from the material used in class (therefore, at least 7 have to be outside the class material based on your original research). The topics can be related to any transnational issues/themes covered in class—identity, transnational migration, transnational religion, arts and culture, global cultural diffusion, transnational business, transnational social movements, transnational crime, or any other transnational issue. You will hand in components of the paper throughout the semester to maintain steady progress of the research paper. The schedule of assignments and due dates are as follows:

1. **Feb 17: Proposal** (1-2 pages) on your proposed topic due
 - In the proposal, you should provide a title, a clear rationale for the topic and its importance, and your strategy for gathering information about the topic
2. **Mar 10: Annotated bibliography** of minimum 5 scholarly academic sources due
3. **Apr 7: Extended draft** of the paper (at least 4-5) pages due. This paper should have all the sections of the paper neatly fleshed out, and you should have gathered enough material for a coherent presentation in class.
4. **TBD: Final Transnational paper** due on Canvas by 11:59 pm.

A detailed assignment rubric will be available on Canvas.

Research Presentation: You will do a short presentation (10 mins) summarizing your transnational research paper findings. The presentations are scheduled on **April 19, 21, 24, and 26** and the schedule will be provided later in class.

Take-Home Exam 1 and 2 (15% each): For the take-home exams, you will be required to write short reflective essays that synthesize and apply material and discussions covered in class along with the required readings. There will be two take-home exams distributed on the date mentioned in the syllabus. In these exams, you will have to answer three questions. Each answer will be 1-2 pages long. These take-home exams will test your comprehension and application of class material. As these are take-home exams, you can refer to your book, lecture power points, and class notes while answering them. However, this means that the bar is set much higher, and I expect your answers to be high quality. Please proofread your exams before submitting them. I will take into account grammatical and spelling errors while grading your exams. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university's honesty policy regarding cheating and plagiarism as discussed in the University's Conduct Code. More information on this assignment will be provided in class.

Take Home Exams	Date Assigned	DUE @ 11:59 pm on Canvas
Take Home Exam 1	Feb 13	Mar 3
Take Home Exam 2	Apr 10	Apr 26

Research Presentation (5%): You will do a short poster-style presentation (5 mins) summarizing your social inequality research paper findings. The presentations are scheduled during the last two weeks of class.

Grading Scale

A	94.0–100	C	74.0–76.9
A-	90.0–93.9	C-	70.0–73.9
B+	87.0–89.9	D+	67.0–69.9
B	84.0–86.9	D	64.0–66.9
B-	80.0–83.9	D-	60.0–63.9

C+	77.0–79.9	E	≤ 59.9
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Please be aware of your grade trajectory throughout the semester, and if you are concerned about your grade at any point, you should speak to me about it during office hours as soon as possible. **I will not round up final grades.** Also, be aware that Canvas is only a medium for me to display your assignment and test scores. Even though Canvas calculates your overall grade, you should always calculate your grade to verify that it is correct.

UF Policies

Academic Misconduct

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies the number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. Please consult with the instructor or TAs in this class if you have any questions or concerns.

In-class Recording

Per UF policies, students are permitted to record video or audio of class lectures, although the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal, educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or preparation for, a criminal or civil proceeding. All other purposes are prohibited. Students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action

instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Evaluation Policy

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the GatorEvals page. Students will be notified when the evaluation period opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via this link. Summaries of course evaluation results are available to students on the GatorEvals Public Results page.

Classroom Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here to get started with the Disability Resource Center. You must share your accommodation letter with me and discuss your access needs as early as possible in the semester.

Student Complaints Policy

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or on the department website. Email to the departmental contact should include a clear description of the student's concern and supporting documents.

Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the Office of the UF Ombuds.

Helpful Campus Resources

Health and Wellness

- Visit the Counseling and Wellness Center website or call (352) 392-1575 for information on crisis and non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- Visit the UF Police Department website or call (352) 392-1111 (or 911 for emergencies).
- For immediate medical care, call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road; Visit the UF Health Emergency Room and Trauma Center website for more information.

Academic Resources

- Contact the UF Computing Help Desk at (352) 392-4357 or via e-mail at helpdesk@ufl.edu for E-learning technical support.
- For career assistance and counseling services, visit the Career Connections Center: Reitz Union Suite 1300, (352) 392-1601.
- Library Support: Various ways to receive assistance with using the libraries or finding resources.
- For general study skills and tutoring, visit the Teaching Center: Broward Hall, (352) 392-2010 or (352) 392-6420 to make an appointment.
- For help brainstorming, formatting, and writing papers, visit the Writing Studio: 2215 Turlington Hall, 352-846-1138.
- Student Complaint Campus
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Course Calendar

I plan to follow the course syllabus presented in this document will be followed as closely as possible. However, it is subject to change in the event of extenuating circumstances, including the tentative calendar presented below.

**Abbreviations: RR=reading responses; TSR=Transnational Studies Reader (textbook)

Week	Topic	Readings (complete prior to class)	Course Work Due
1. Classical Sociological Approaches of Comparison			
Wk1 Mon, Jan 9	Introduction to the course	No readings	
Wed, Jan 11	Introduction to comparative sociology?	1. Ragin (Canvas)	RR
Fri, Jan 13			
Wk2 Mon, Jan 16	The comparative method in classical Sociology: <i>Emile Durkheim</i> : causal explanations	1. Durkheim 1 (Canvas) 2. Durkheim 2 (Canvas)	RR
Wed, Jan 18	The comparative method in classical Sociology	1. Weber 1 (Canvas)	RR
Fri, Jan 20	<i>Max Weber</i> : ideal types and historical comparisons	2. Weber 2 (Canvas)	
2. Modern Comparative Approaches			

Wk3 Mon, Jan 23	Problem of selection in cross-national comparison	1. Ebbinghaus (Canvas)	RR
Wed, Jan 25	Comparative Historical Method	1. Skopcol (especially pp. 3-6, 33-43) (Canvas)	RR Due: Cross-national Comparative Paper: Jan 27
Fri, Jan 27		2. Skopcol, Theda, and Somers (Canvas)	
Wk4 Mon, Jan 30	Comparative analysis of institutional change	1. Pierson (Canvas)	RR
Wed, Feb 1	Interpretive analysis and the cultural turn	1. Geertz (Canvas)	RR Due: Comparative Historical Paper: Feb 1
Fri, Feb 3			
Wk 5 Mon, Feb 6	Critique of nationalist frameworks of comparison	1. Wimmer (Canvas)	RR
Wed, Feb 8	Recap of the Comparative Approaches	No readings	RR Due: Comparative Institutional Paper: Feb 10
Fri, Feb 10			
3. The Transnational Approach: Conceptual, Methodological, and Historical foundations			
Wk6 Mon, Feb 13	The social as transnational	1. Ch. 1 TSR 2. Castells (Canvas)	RR +Assign Take-Home Exam 1
Wed, Feb 15	Conceptual foundations of Transnational Studies (TS): The structural context—international politics, international development	Chs: 1, 2 TSR	
Fri, Feb 17			RR Due: Comparative Interpretive Paper: Feb 17 Due: Transnational Research Paper Proposal: Feb 17
Wk7 Mon, Feb 20	Conceptual foundations of TS: The personal context—identities and culture	Chs: 4, 5, 7 TSR	RR
Wed, Feb 22	Methodological Explorations of TS-I	Chs: 8, 10, TSR	RR

Fri, Feb 24			
Wk 8 Mon, Feb 27	Methodological explorations of TS-II	Chs: 11, 12 TSR	RR
	Transnational historical perspectives	Chs: 13, 14, 15, 16 TSR	
Wed, Mar 1			RR
Fri, Mar 3			Due: Take-Home Exam 1: Mar 3
4. Contemporary Transnational Issues/Themes			
Wk9 Mon, Mar 6	Identity and Belonging	Chs: 17, 18, 19, 20, 21 TSR	RR
Wed, Mar 8	Transnational Migration	1. Chs: 22, 23, 24, 25 TSR	
Fri, Mar 10	Book: Gods Needs No Passport	<i>God Needs No Passport</i> (Chs 1&2)	Due: Annotated Bibliography of Transnational Paper: Mar 10 RR
Spring Break (March 13-17)			
Wk10 Mon, Mar 20	Transnational Religion-I	1. Chs: 26, 27, 28 TSR	RR
Wed, Mar 22	Book: Gods Needs No Passport	<i>God Needs No Passport</i> (Chs 3&4)	
Fri, Mar 24	Transnational Religion-II	<i>God Needs No Passport</i> (Chs 5, 6, & Conclusion)	RR
Wk11 Mon, Mar 27	Arts and Culture	Chs: 29, 30, 31, 32 TSR	RR
Wed, Mar 29	Global Cultural Diffusion-I	Chs: 33, 34, 35 TSR	RR
Fri, Mar 31			
Wk 12 Mon, Apr 3	Global Cultural Diffusion-II	Chs: 36, 37 TSR	RR Film on Hip Hop
Wed, Apr 5	Transnational Business-I	Chs: 38, 39 TSR	

Fri, Apr 7	Transnational Business-II	Chs: 40, 41 TSR	RR Film "Is Walmart Good for America?" Due: Extended Draft of Transnational Paper: Apr 7
Wk 13 Mon, Apr 10	Non-state Actors, NGOs, and Social Movements	Chs: 42, 43 TSR	RR *Distribute Take-Home Exam 2
Wed, Apr 12	Social Movements	Chs: 44, 45, 46 TSR	RR
Fri, Apr 14			
Wk 14 Mon, Apr 17	Transnational Crime	Chs: 47, 48 TSR	RR
Wed, Apr 19	Transnational Research Presentations		
Fri, Apr 21	Transnational Research Presentations		
Wk 15 Mon, Apr 24	Transnational Research Presentations	No readings	
Wed, Apr 26	Transnational Research Presentations	No readings	Due: Take-Home Exam 2 on Canvas: Apr 26 Due: Transnational Research Paper on Canvas: TBD