

SYD 3395-Sociology of Globalization

Welcome to SYD 3395.

Instructor

Iblin Edelweiss Murillo Lafuente
imurillolafuente@ufl.edu

I am glad to share this learning journey with all of you. All the information you need to know about our class is in this document. I hope that our sociological reflections will impact your academic and personal life for the better.

Let us begin.

Meeting time and place

M, W, F | Period 6

(12:50 PM - 1:40 PM)

Contact information

Email me through Canvas.

Please, allow up to 36 hours to get a response back.

Office Hours

Fridays 10:30-12:30

3347 TUR

Please, email me through Canvas to confirm attendance.

General Education Subject Area Objectives

The last decades of the 20th 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.

The objective of this course is to explore the distinct themes that make up what is referred to as the sociology of globalization and global inequality. What kinds of global inequalities emerge and persist in an increasingly globalized world? How can we better understand the linkages and connections between different forms of global inequalities? This course explores how inequalities of class, race, gender, and sexuality are systemically organized on a global scale, and what efforts are being made to alleviate such inequalities.

Required Readings

We will use peer reviewed journal articles, podcasts and videos provided on our Canvas for specific modules.

Learning outcomes

At the end of the course, students are expected to be able to:

1. Identify the four theoretical approaches to understand global inequalities.
2. Explain various manifestations of global inequalities as they arise in different parts of the world.
3. Apply the lessons from the course to concrete real-life examples.

Student Learning Objectives

The general education Student Learning Outcomes (SLOs) describe the knowledge, skills, and attitudes that students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: content, communication, and critical thinking:

- Content is knowledge of the concepts, principles, terminology, and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline.
- Communication is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
- Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.

Grading

Your grade will be based on three assessment groups:

Reading notes

Students will upload reading notes – 350 word minimum – for each week. Reading notes must be uploaded before Monday. Reading notes should be uploaded as a Word document or PDF on Canvas. You will only receive credit for notes if you complete the assignment in a timely manner and critically engage with the texts. Each reading note is worth 9 points towards your final grade.

Photo essays

Students will upload weekly photo essays to critically explore connections between visual reflections of their own experiences and topics from our class content. Photo essays must include a picture and short reflection -150 words minimum- to explain the connection between their photo and scholar literature of that week. You will only receive credit for notes if you complete the assignment in a timely manner and critically engage with the texts. Each photo essay is worth 9 points towards your final grade.

Creative project

Students will submit a final project for the class that reflects their learning journey. This project will be a final reflection of the course content. Projects are expected to be creative and innovative or artistic. This project is worth 10 points towards your final grade.

Assessment	Description	Percentage of Final Grade
Reading notes	Reading notes are <u>not</u> summaries of each reading, but a place to synthesize ideas, work through concepts, and develop your thoughts on each theory. You may include questions, comments, and/or critiques of the readings. Consider using these notes to evaluate the readings and think about how they may be useful for your own life experiences. If you do not find the helpful in thinking about your interests, you can write about why that is the case. You may also explore how readings from other modules speak to each other. Make sure to include your name and topic for which they are written on your reading notes. You need to present a total of 5 reading notes (5*9 = 45 points)	45%
Photo essays	Students will upload weekly photo essays to critically explore connections between visual reflections of their own experiences and topics from our class content. Photo essays must include a picture and short reflection -150 words minimum- to explain the connection between their photo and scholar literature of that week. You will only receive credit for notes if you complete the assignment in a timely manner and critically engage with the texts. Each photo essay is worth 9 points towards your final grade. Be aware of the time and complete quizzes in a timely fashion. You need to present a total of 5 photo essays (5*9 = 45 points)	45%
Creative project	Students will submit a final project for the class that reflects their learning journey. This project will be a final reflection of the course content. Projects are expected to be creative and innovative or artistic. This project is worth 10 points towards your final grade.	10%
Total		100%

Grading scale

A	100%	to	94%
A-	< 94%	to	90%
B+	< 90%	to	87%
B	< 87%	to	84%
B-	< 84%	to	80%
C+	< 80%	to	77%
C	< 77%	to	74%
C-	< 74%	to	70%
D+	< 70%	to	67%
D	< 67%	to	64%
D-	< 64%	to	61%
E	< 61%	to	0%

Please be aware of your grade trajectory throughout the course, and if you are concerned about your grade at any point you should speak to me about it in 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 individual assignment and exam scores. Even though Canvas calculates your overall grade for you, you should always calculate your grade yourself to verify that it is correct.

Excused Assignments & Make-Up Assignments/Exams

Students who miss an exam without an excuse may or may not be allowed to take a make-up exam at my discretion. Students who miss an exam must contact me within 5 hours of the original exam time if they are to be allowed the opportunity for a make-up exam; I will not seek out students to make sure they reschedule.

In certain situations, students with legitimate excuses (university-sponsored activities, religious holidays, etc.) may be allowed to take an exam early at my discretion. These situations may also excuse students from discussions they miss on those days. Students who will miss an exam for these reasons must notify me at least one week in advance, and appropriate documentation must be provided. Regardless of the reason for missing an exam, all students who take a make-up will have an all-written test (no true/false or multiple-choice questions). Outside of the scenarios listed above, no early exams will be administered.

Only one discussion will be dropped, regardless of the reason for additional missed discussions. This means you can only miss one discussion without penalty. If there is a legitimate reason why you miss an additional discussion you must receive documentation from the university (legitimate reasons include illness, family emergencies, or university-sponsored activities). The easiest way for you to do this is to reach out to the university Care Team (umatter@ufl.edu or by phone at 352-294-2273) and explain your situation. They will gather appropriate documentation and let me know which, if any, days you need to be excused.

Academic misconduct

Cheating on exams or plagiarizing of any kind is not tolerated and will be dealt with accordingly. On exams or assignments, each student must produce their own original work. All students must adhere to the UF Honor Code and standards of academic integrity found at the following link:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Course 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 at <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Accommodations

If you have a disability requiring accommodations, please let me know as soon as possible. To receive accommodations, official documentation from the Disability Resource Center (<https://drc.dso.ufl.edu/>) is required and you must provide me with a letter from DRC.

Tentative Class Schedule

Week	Dates	Topic	Assignments Due
<i>Part I. Laying the Foundation</i>			
Week 1 Introduction	Wednesday, 8/23	INTRODUCTION / Getting to know each other	
	Friday, 8/25	What is globalization? What are global inequalities? Robertson & White (2007). "What is Globalization." In <i>The Blackwell Companion to Globalization</i> .	
Week 2 Global Political Economy	Mon, 8/28	World systems • Robinson (2011). "Globalization and the Sociology of Immanuel Wallerstein." <i>International Sociology</i> .	Photo essay 1
	Wed, 8/30	Transnational capitalist class • Sklair (2016). "The Transnational Capitalist Class, Social Movements, and Alternatives to Capitalist Globalization." <i>International Critical Thought</i> .	
	Fri, 9/1	Neoliberalism	Reading notes 1

		<ul style="list-style-type: none"> Harvey (2007). "Neoliberalism as Creative Destruction." <i>The ANNALS of the American Academy of Political and Social Science</i>. 	
Week 3 Empire and Colonialism	Mon, 9/4	HOLIDAY	
	Wed, 9/6	Settler colonialism Glenn (2015). "Settler Colonialism as Structure." <i>Sociology of Race and Ethnicity</i> .	Photo essay 2
	Fri, 9/8	FILM SCREENING—Global waste trade <ul style="list-style-type: none"> <i>How the Rich World's Electronic Waste Affects Poor Countries</i> 	Reading notes 2
Week 4 Critical Race Theory	Mon, 9/11	Decolonialization <ul style="list-style-type: none"> Weiner (2018). "Decolonial Sociology." <i>Sociology Compass</i>. 	Photo essay 3
	Wed, 9/13	Global racial formation <ul style="list-style-type: none"> King (2019). "Recentring US Empire." <i>Sociology of Race and Ethnicity</i>. 	
	Fri, 9/15	Decolonial feminism <ul style="list-style-type: none"> Lugones (2012). "Methodological Notes toward a Decolonial Feminism." In <i>Decolonizing Epistemologies</i>. 	Reading notes 4

Week	Dates	Topic	Assignments Due
Week 5 Intersectional &	Mon, 9/18	Intersectionality from a global perspective <ul style="list-style-type: none"> Patil (2013). "From Patriarchy to Intersectionality." <i>Signs</i>. 	Photo essay 4

Transnational Feminism	Wed,9/0	Transnational feminism • Mohanty (2003). ““Under Western Eyes” Revisited.” In <i>Feminism Without Borders</i> .	
	Fri, 9/22	FILM SCREENING	Reading notes 5
Part II. Global Mobilities			
Week 6 Global Division of Labor	Mon, 9/25	Global cities • Sassen (2005). “The Global City.” <i>Brown Journal of WorldAffairs</i> .	Photo essay 5
	Wed,9/27	International division of reproductive labor • Parrenas (2000). “Migrant Filipina Domestic Workers and the International Division of Reproductive labor.” <i>Gender & Society</i> .	
	Fri, 9/29	MUSEUM VISIT	Reading notes 6
Week 7 Global Migration	Mon, 10/2	Marriage migration • Liu (2019). “Seeking Western Men.” <i>Qualitative Sociology</i> .	Photo essay 6
	Wed,10/4	Queer migration • Yu (2021). “Queer Migration Across the Sinophone World.” <i>Journal of Ethnic and Migration Studies</i> .	
	Fri,10/6	Homecoming- NO CLASSES	Reading notes 7
Week 8 Global Education	Mon,10/19	Transnational families • Finch & Kim (2012). “Kirōgi Families in the US.” <i>Journal ofEthnic and Migration Studies</i> .	Photo essay 7
	Wed,10/11	Educational migration • Chun & Han (2015). “Language Travels and GlobalAspirations of Korean Youth.” <i>positions</i> .	
	Fri, 10/13	FILM SCREENING	Reading notes 8
Part III. Global Spaces			
Week 9 Global Factories	Mon,10/16	Global Commodity Chains • Pun & Chan (2012). “Global Capital, the State, and ChineseWorkers.” <i>Modern China</i> .	Photo essay 8
	Wed,10/18	China in Africa • Lee (2009). “Raw Encounters.” <i>The China Quarterly</i> .	
	Fri, 10/20	FILM SCREENING	Reading notes 9

Week	Dates	Topic	Assignments Due
Week 10	Mon,	Global call centers	Photo essay 9

Global Outsourcing	10/23	David (2015). "Purple-collar Labor." <i>Gender & Society</i> .	
	Wed, 10/25	Global surrogacy and fertility tourism • Pande (2010). "Commercial Surrogacy in India." <i>Signs</i> .	
	Fri, 10/27	FILM SCREENING—Global beauty industry • The Dark Secret Behind Your Shiny Makeup (CNA Insider 2021)	Reading notes 10
Week 11 Global Tourism	Mon, 10/30	Sex tourism • Hoang (2014). "Flirting with Capital." <i>Social Problems</i> .	Photo essay 10
	Wed, 11/1	Tourist desires • Kang (2017). "Eastern Orientations." <i>Culture, Theory, and Critique</i> .	
	Fri, 11/3	ARTISTIC PROJECT WORKSHOP	Reading notes 11
Week 12 Global Media	Mon, 11/6	Data colonialism • Couldry & Mejias (2019). "Data Colonialism." <i>Television & New Media</i> .	Photo essay 11
	Wed, 11/8	Cosmopolitan connectivities • Ong (2017). "Queer Cosmopolitanism in the Disaster Zone." <i>International Communication Gazette</i> .	
	Fri, 11/10	Holiday—NO CLASSES	
Part IV. Global Social Justice			
Week 13 Transnational Solidarity	Mon, 11/13		Reading notes 12
	Wed, 11/15	FILM SCREENING—Transnational solidarity • Milk Tea Alliance: Asia's Youth Unite for Democracy (CNA Insider 2021)	
	Fri, 11/17	GROUP WORK / Extended office hours	Photo essay 12
Week 14 Transitional Justice	Mon, 11/20	Global transitional justice • Son (2018). "Performances of Care." In <i>Embodied Reckonings</i> .	Reading notes 13
	Wed, 11/22	Holiday—NO CLASSES	
	Fri, 11/24	Holiday—NO CLASSES	Final project due by Mon, 5/2, 5pm

Week	Dates	Topic	Assignments Due
Week 15 Final Week	Mon, 12/4	Creative projects presentations	

	Wed, 12/6		
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Additional Information

Readings and videos for each module will be available on Canvas. If you have any doubts, do not hesitate to contact me through Canvas.

You've got this!