

SYD 3395-Sociology of Globalization

Welcome to SYD 3395.

Instructor

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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

T, R | Period 4

(10:40 - 11:30 AM)

Contact information

Please email me through Canvas.
Please allow up to 36 hours to get a response.

Office Hours

Tuesdays 8:00-10:00

3349 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 – 400 words minimum – for each week. Reading notes must be uploaded at the end of every module. 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 promptly and critically engage with the texts. Each reading note is worth 4 points towards your final grade. You only need to submit ten reading notes.

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. Reading notes must be uploaded every Tuesday. Photo essays must include a picture and a short reflection -150 words minimum- to explain the connection between their photo and scholarly literature related to globalization and global inequalities. You will only receive credit for notes if you complete the assignment promptly and critically engage with the texts. Each photo essay is worth 4 points towards your final grade. You only need to submit 10 photo essays.

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 20 points towards your final grade. In-class activities such as creative workshops will be graded as part of the preparation for the project.

Assessment	Description	Percentage of Final Grade
Reading notes	<p>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 consider how they may be useful for your 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. Ensure to include your name and the topic for which they are written on your reading notes.</p> <p>Each readin note is worth 4 points towards your final grade. You only need to submit 10 photo essays.</p>	40%
Photo essays	<p>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 that week's photo and scholarly literature. You will only receive credit for notes if you complete the assignment promptly and critically engage with the texts.</p> <p>Each photo essay is worth 4 points towards your final grade. You only need to submit 10 photo essays.</p>	40%
Creative project	<p>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 20 points toward your final grade. In-class activities such as creative workshops will be graded as part of the preparation for the final project.</p>	20%
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 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 exam scores. Even though Canvas calculates your overall grade, you should always calculate your grade yourself to verify that it is correct.

Excused Assignments & Make-Up Assignments/Exams

Students who miss an exam or assignment 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 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. Outside of the scenarios listed above, no early exams will be administered.

Only two in-class activity will be dropped, regardless of the reason for additional missed discussions. This means you can only miss one in-class activity without penalty. If there is a legitimate reason why you miss another 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 days, if any, 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	Tuesday, January 9, 2024	INTRODUCTION / Getting to know each other	
	Thursday, January 11, 2024	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	Tuesday, January 16, 2024	World systems • Robinson (2011). "Globalization and the Sociology of Immanuel Wallerstein." <i>International Sociology</i> .	Photo essay 1
	Thursday, January 18, 2024	Transnational capitalist class • Sklair (2016). "The Transnational Capitalist Class, Social Movements, and Alternatives to Capitalist Globalization." <i>International Critical Thought</i> .	

	Tuesday, January 23, 2024	Neoliberalism • Harvey (2007). “Neoliberalism as Creative Destruction.” <i>The ANNALS of the American Academy of Political and Social Science.</i>	
Week 3 Empire and Colonialism	Thursday, January 25, 2024	FILM SCREENING—Araya	Reading notes 1
	Tuesday, January 30, 2024	Settler colonialism Glenn (2015). “Settler Colonialism as Structure.” <i>Sociology of Race and Ethnicity.</i> Chua (2008). “Orientalism as Cultural Practices and the Production of Sociological Knowledge.” <i>Sociology Compass.</i>	Photo essay 2
	Thursday, February 1 st , 2024	FILM SCREENING—Global waste trade • <u><i>How the Rich World’s Electronic Waste Affects Poor Countries</i></u>	Reading notes 2
Week 4 Critical Race Theory	Tuesday, February 6, 2024	Decolonization • Weiner (2018). “Decolonial Sociology.” <i>Sociology Compass.</i>	Photo essay 3
	Thursday, February 8, 2024	Global racial formation • King (2019). “Recentring US Empire.” <i>Sociology of Race and Ethnicity.</i> Decolonial feminism • Lugones (2012). “Methodological Notes toward a Decolonial Feminism.” In <i>Decolonizing Epistemologies.</i>	Reading notes 3 (Reading day- No Class)

Week 5 Intersectional & Transnational Feminism	Tuesday, February 13, 2024	Intersectionality from a global perspective • Patil (2013). “From Patriarchy to Intersectionality.” <i>Signs</i> .	Photo essay 4
	Thursday, February 15, 2024	Transnational feminism • Mohanty (2003). ““Under Western Eyes” Revisited.” In <i>Feminism Without Borders</i> . FILM SCREENING I Am Not a Witch (2017) https://www.kanopy.com/en/ufl/video/5625894	Reading notes 4
Part II. Global Mobilities			
Week 6 Global Division of Labor	Tuesday, February 20, 2024	Global cities • Sassen (2005). “The Global City.” <i>Brown Journal of World Affairs</i> . International division of reproductive labor • Parrenas (2000). “Migrant Filipina Domestic Workers and the International Division of Reproductive labor.” <i>Gender & Society</i> .	Photo essay 5 Creative Project. Part 1: My family’s migration story
	Thursday, February 22, 2024	MUSEUM VISIT	Reading notes 5
Week 7 Global Migration	Tuesday, February 27, 2024	Erased migration • García, R. R. (2018). The politics of erased migrations: Expanding a relational, intersectional sociology of Latinx gender and migration. <i>Sociology Compass</i> , 12(4), e12571.	Photo essay 6
	Thursday, February 29, 2024	Queer migration • Luibhéid, E. (2008). Queer/migration: An unruly body of scholarship. <i>GLQ: A Journal of Lesbian and Gay Studies</i> , 14(2), 169-190.	
Week 8 Global Education	Tuesday, March 5, 2024	Transnational families • Finch & Kim (2012). “Kirōgi Families in the US.” <i>Journal of Ethnic and Migration Studies</i> .	Photo essay 7
	Thursday, March 7, 2024	Educational migration • Chun & Han (2015). “Language Travels and Global Aspirations of Korean Youth.” <i>positions</i> . FILM SCREENING The Devil's Miner: The Story of 2 Young Silver Miners in Bolivia	Reading notes 7
Week 9		SPRING BREAK	
Part III. Global Spaces			

Week 10 Global Factories	Tuesday, March 19, 2024	<p align="center">Global Market</p> <ul style="list-style-type: none"> • Prentice, R., & Trueba, M. (2018). Precarious bodies: occupational risk assemblages in Bolivia and Trinidad. <i>Global Labour Journal</i>. <p align="center">FILM SCREENING</p> <ul style="list-style-type: none"> • Why Global Supply Chains May Never Be the Same A WSJ 	Photo essay 8
	Thursday, March 21, 2024	<p align="center">Global Commodity Chains</p> <ul style="list-style-type: none"> • Busquet, M., Bosma, N., & Hummels, H. (2021). A multidimensional perspective on child labor in the value chain: The case of the cocoa value chain in West Africa. <i>World Development</i>, 146, 105601. 	Reading notes 8
Week 10 Global Outsourcing	Tuesday, March 26, 2024	<p align="center">Global call centers</p> <p align="center">David (2015). "Purple-collar Labor." <i>Gender & Society</i>.</p>	Photo essay 9
	Thursday, March 28, 2024	<p align="center">Global surrogacy and fertility tourism</p> <p align="center">Gender Work Organization - 2021 - Tober - Emotion embodiment and reproductive colonialism in the global human egg trade.</p> <p align="center">FILM SCREENING—Global beauty industry The Dark Secret Behind Your Shiny Makeup (CNA Insider 2021)</p>	Reading notes 9
Week 11 Global Tourism	Tuesday, April 2, 2024	<p align="center">Sex tourism</p> <p align="center">Hoang (2014). "Flirting with Capital." <i>Social Problems</i>.</p>	Photo essay 10
	Thursday, April 4, 2024	<p align="center">Tourist desires</p> <p align="center">Kang (2017). "Eastern Orientations." <i>Culture, Theory, and Critique</i>.</p> <p align="center">ARTISTIC PROJECT WORKSHOP</p>	Reading notes 10 Creative Project. Part 2: My family's migration story
Week 12 Global Media	Tuesday, April 9, 2024	<ul style="list-style-type: none"> • Couldry & Mejias (2019). "Data Colonialism." <i>Television & New Media</i>. 	Photo essay 11
	Thursday, April 11, 2024	<p align="center">Cosmopolitan connectivities</p> <ul style="list-style-type: none"> • Ong (2017). "Queer Cosmopolitanism in the Disaster Zone." <i>International Communication Gazette</i>. 	Creative Project. Part 3: Group names and individual art piece ideas.

Part IV. Global Social Justice

Week 13 Transnational Solidarity and Transitional Justice	Tuesday, April 16, 2024	<ul style="list-style-type: none">• Are we all Pussy Riot• Black-Palestinian transnational solidarity Renewals, returns, and practice. Journal of Palestine Studies	Reading notes 11
	Thursday, April 18, 2024	Global transitional justice Son (2018). “Performances of Care.” In <i>Embodied Reckonings</i> .	Photo essay 12
Week 14 Final week	Tuesday, April 23, 2024	FINAL PRESENTATIONS	Reading notes 12

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!