

	Department of Sociology, Social Work and Family Sciences SOC4044 Globalization and Culture 3 Units
Spring 2022	

Meeting days: Tuesday	Instructor title and name: Dr. Jamie Gates
Meeting times: 4-6:30pm	Phone: 619-849-2659
Meeting location: Liberty Station 203	Email: JamieGates@pointloma.edu
Final Exam: Tuesday, May 3; 4pm	Office location and hours: Rohr Sociology 107 Tu-Th 11am-12pm or by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

PLNU's Department of Sociology, Social Work, and Family Sciences exists to nurture servant scholars who critically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

COURSE DESCRIPTION

Globalization and Culture is an exploration of the history, nature and trajectories of globalization with particular attention to those on the margins. Rooted in ethnographic accounts of how the dominant political and economic systems affect those that have least access to power and wealth, this course critically examines the cultural patterns and social structures associated with Globalization and the creative resistance that follows.

This course will focus primarily on the following questions:

What is globalization? How have clusters of societies in northern Europe, eastern Asia and North America come to dominate societies in the rest of the world? Why do some have so much, and others so little? What social structures perpetuate inequities in the modern world system and how are these structures changing? How is globalization changing cultural patterns around the globe? How are people embracing and resisting globalization? What role does/should religion play in the context of globalization?

COURSE LEARNING OUTCOMES

At the completion of this course students should be able to:

- Demonstrate a basic comprehension of the complexity of globalization and its impact on local cultures
- Identify some of the cultural manifestations of late modern hyper-consumer capitalism from an anthropological perspective
- Critically evaluate neoliberalism as one of the dominant philosophical underpinnings of globalization.
- Delineate dominant social structures that perpetuate inequities in the modern world system and how these structures are changing
- Articulate the impact of globalization and global institutions on people who live on the margins of power in their societies
- Articulate ways people on the margins embrace and resist globalization
- Summarize and evaluate from a sociological perspective two or more solutions proposed for global social problems that derive from globalization

Topics of Concentration:

- Globalization and related processes
- Late Modern Hyper-Consumer Capitalism
- Globalizing Markets and Modern Multinational Corporations
- Neoliberalism and its discontents
- Hunger, Poverty and Economic Development
- Global Consumption and the Environment
- Global Health
- Immigration, Emigration and Migration Flows
- The Fate and Resistance of Indigenous Peoples
- Social Movements in a Globalizing World
- Ethical Trade and Supply Chains
- Globalization and faith

REQUIRED TEXTS

- Parrenas, Rhacel Salazar (2015). [Servants of Globalization: Migration and Domestic Work](#). SECOND EDITION. Stanford, CA: Stanford University Press.
 - Reichman, Daniel Ross (2011). [Broken Village: Coffee, Migration and Globalization in Honduras](#). Ithaca, NY: Cornell University Press. (*Honorable Mention, Victor Turner Prize in Ethnographic Writing given by the [Society for Humanistic Anthropology](#), a Section of the [American Anthropological Association](#))*
 - Ritzer, George and Paul Dean (2021). [Globalization: A Basic Text](#). San Francisco, CA: Wiley-Blackwell Publishers.
- Check out the [Student Companion Site](#) for this Globalization text

- Roberts, Anthea and Nicholas Lamp (2021). [Six Faces of Globalization: Who wins, who loses and why it matters](#). Cambridge, MA: Harvard University Press.

Additional reading and viewing material will be made available on course instructional site.

COURSE EXPECTATIONS

General Expectations

- Comprehensive reading of text and assigned materials.
- Active participation in classroom discussions and activities.
- Demonstration of the ability to apply foundational knowledge and principles to contemporary social circumstances.
- Successful and timely completion of assignments, course projects and exams.
- Faithful attendance as defined by the PLNU Attendance Policy.

ATTENDANCE AND PARTICIPATION - 20%

While we are in a mixed in-person and digital environment, we are working hard maintain the strong benefits of learning in community. In university surveys, students by far prefer learning in community (even if it has to be on Zoom). The general expectation is that everyone will attend and fully participate in the synchronous class sessions we have during the semester. Special accommodation can be made for those with extenuating circumstances, but all effort should be made to join us for these synchronous sessions. Full participation in the online components of the course is also expected, but the grade for that participation is capture in each of those assignments. Missing one class in this format is the equivalent of missing an entire week of classes in other formats.

PLNU Attendance Policy indicates that if the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. For this course, that means you can miss one day during the 14 week semester without concern. If the absences exceed 20 percent (in this case 3 classes), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

READING SUMMARIES - 10%

Students will write at minimum a 2 page bulleted single spaced summaries of the assigned readings. Students will be graded on 10 weeks of the reading summaries. Additional summaries completed at the same quality as the average for each student will count for extra credit. Summaries will be evaluated for quantity and quality of notes taken. Each bullet point must include a page number reference.

Notes on the Ethnographies of Globalization are NOT to be submitted with this assignment.

The readings for each week are listed in the **WK | Overview** links at the start of each of the weekly [Modules](#) and in the [Course Calendar at a Glance](#). Reading summaries are due on Fridays and are to correspond with the

reading list from that same week. For example, the readings to be summarized for **WK1 | Reading Summary** are listed in the **WK1| Overview** tab in the **WK1 | Introductory readings before we even meet** module.

Students will notice that the readings due at the end of each week work to set up the learning and class discussions for the following week.

ETHNOGRAPHIES OF GLOBALIZATION - 20%

Ethnographies are in-depth anthropological studies of particular people in particular places. These award-winning ethnographies will serve as a model for your own ethnographic writing and will give in-depth insight into globalization's impact in what Clifford Geertz calls "thick description."

Each student will be responsible for **two** analyses that critically examine the assigned ethnographies of globalization. These critical analyses will be no less than 4 pages in length with 11 or 12 point font and .5-.75 inch margins. Book analyses will be due according to assignment due dates on the course calendar.

Use the questions on the following Guides to structure your Critical Book Analyses:

[The Broken Village - Critical Analysis Guide](#)

[Servants of Globalization - Critical Book Analysis guide](#)

MID-TERM AND FINAL - 20%

One mid-term and a final exam will test comprehension and integration of course lectures, documentaries and reading materials.

SIGNATURE ASSIGNMENT - INDIGENOUS PEOPLES PROJECT - 30%

Indigenous Peoples Ethnographic Profile and Advocacy Brief

The signature assignment is designed as a heuristic device to bring all of the components of the course into sharp focus. In pairs, students will have the opportunity to study a world area and a people group of their own choosing. The hope is that each student will put this people group and their perspective at the center of their learning about globalization and culture for the duration of the semester. This intentional strategy allows us to practice looking at globalization from an anthropological perspective, from the very particular spaces of people that inhabit some of the least powerful positions in the current global hierarchy. At the same time we will also pan out to the complexity of the systems and structures affecting us all and do so in a classic method of cultural anthropologists, by comparing across the experiences of various people groups.

Requirements of the Signature Assignment:

From one of the following countries, identify and research an indigenous population that is facing social problems related to globalization:

Australia	Cambodia	Guatemala	Nigeria
Bangladesh	Canada	Japan	Philippines
Bolivia	Chile	Mexico	South Africa
Botswana	El Salvador	Namibia	Venezuela

Create an Ethnographic Profile of this population that leads into an Advocacy Brief with the following components:

- An Ethnographic Profile/summary of the particular indigenous population **(5-8 pages; 2-3,000 words)**
 1. Publicly available pictures/video
 2. Historical context including claims to land and other rights
 3. Demographics in relation to the host nation-state
 4. Ethnographic descriptions of their cultural practices and distinctives with particular stories to illustrate significant issues in context
- An Advocacy Brief where you make a case for 2 or 3 particular issues related to their survival as a minority people in the modern nation-state where they reside **(5-8 pages; 2-3,000 words)**. This policy brief should include:
 1. A summary of the issue(s) you've chosen to advocate for
 2. An evaluation of how other members of the host nation-state are responding. Be sure to focus your evaluation on the most important stakeholders related to the issues for which you are advocating and represent diverging perspectives (e.g. state actors, civil society, religious organizations, business/market forces, etc.).
 3. Evaluate what persons from outside the host nation, including NGOs, religious groups, educators or other advocates, are doing to support this population. You may or may not agree with their recommendations, so compare and contrast perspectives.
 4. Make 4-6 specific recommendations that will advance the cause(s) of the indigenous group as the center of your Advocacy Brief. Be sure to choose wisely and identify the audience to which these recommendations are addressed.
- Be sure to include both quantitative and qualitative data, i.e. stories (and art, poetry, music, etc.) and statistics (demographics, economic data in context, charts, graphs, etc.).
- Include a References Cited section.
 1. References must include voices of indigenous persons researched, anthropologists or other professional social science perspectives on the people group studied, evidence from advocates and evidence from those who oppose the rights for which you are advocating. In other words, be sure to include emic (participant) and etic (observer) perspectives, with indigenous voices made particularly heard/visible.

2. Cite a *minimum* of 12 credible sources for this project. More quality references are welcome if they can improve the project.
3. Use APA reference and citation style.

Use the following websites as a starting point for choosing a Indigenous Group to study:

- IWGIA - International Work Group for Indigenous Affairs

<https://www.iwgia.org/en/>

See in particular their annual reports cataloguing indigenous people around the world:

https://www.iwgia.org/images/documents/indigenous-world/IndigenousWorld2019_UK.pdf

- United Nations Permanent Forum on Indigenous Issues

<http://undesadspd.org/IndigenousPeoples.aspx>

- Cultural Survival

<http://www.culturalsurvival.org/>

- Center for World Indigenous Studies

<http://cwis.org/>

- International Work Group for Indigenous Affairs

<http://www.iwgia.org/>

Use the following resources to guide the ethics and methods for your research:

1. Key Issues for Writing about Indigenous People Groups when you're not a member of that group:

Indigenous Studies and Engaged Anthropology : The Collaborative Moment, edited by Paul Sillitoe, Routledge, 2015. ProQuest Ebook Central, <https://ebookcentral-proquest-com.pointloma.idm.oclc.org/lib/pointloma-ebooks/detail.action?docID=1869290>.

An excerpt:

Advancing the rising field of engaged or participatory anthropology that is emerging at the same time as increased opposition from Indigenous peoples to research, this book offers critical reflections on research approaches to-date. The engaged approach seeks to change the researcher-researched relationship fundamentally, to make methods more appropriate and beneficial to communities by involving them as participants in the entire process from choice of research topic onwards. The aim is not only to change power relationships, but also engage with non-academic audiences. The advancement of such an egalitarian and inclusive approach to research can provoke strong opposition. Some argue that it threatens academic rigour and worry about the undermining of disciplinary authority. Others point to the difficulties of establishing an appropriately non-ethnocentric moral stance and navigating the complex problems communities face. Drawing

on the experiences of Indigenous scholars, anthropologists and development professionals acquainted with a range of cultures, this book furthers our understanding of pressing issues such as interpretation, transmission and ownership of Indigenous knowledge, and appropriate ways to represent and communicate it. All the contributors recognise the plurality of knowledge and incorporate perspectives that derive, at least in part, from other ways of being in the world.

2. How to write an effective Advocacy/Policy Brief (FAO.org)

<http://www.fao.org/3/i2195e/i2195e03.pdf>

Sample Policy Brief from the Food and Agricultural Organization of the United Nations

<http://www.fao.org/3/a-i5101e.pdf>

Research to Action: Policy Briefs

<https://www.researchtoaction.org/howto/policy-briefs-2/>

There are many ways of structuring an advocacy/policy brief. The required structure for our purposes is to include the following components in the following order:

1. Title
2. Advocacy Brief Summary (Similar to an abstract)
3. Ethnographic Analysis (this will be an extended section from normal Briefs for academic purposes, i.e. your Ethnographic Profile)
4. Introduction to Issue(s)
5. The body (the substance of the Advocacy Brief portion)
6. Recommendations and Policy implications
7. Conclusion
8. References

In addition, an advocacy/policy brief may contain the following:

- Boxes and sidebars
- Cases/story highlight
- Tables
- Graphics
- Photographs

NB - The Indigenous Peoples Project timeline stretches the components across the course so that you can get feedback on each component prior to turning in a complete and unified whole at the end of the semester. See the sequence of assignment due dates in the Modules.

ASSESSMENT AND GRADING

Assignment		Points
Attendance and Participation		200
Reading Summaries (10 for 10% each)		100

Critical Book Analysis (2 for 10% each)		200
Mid-Term		100
Final		100
Indigenous Peoples Project		300
½ page ethnographic summary identifying the Indigenous People Group you plan to research	10	
1 st draft of a Works Cited page due (minimum 8 sources; 3 sentence description of each source)	10	
½ page summary of 1-2 issues the Indigenous People Group face worth advocating for	10	
1 st draft of ethnographic profile	35	
1 st draft of Advocacy Brief (text only)	35	
Final Indigenous Peoples Project	200	
Total		1000

Student grades will be posted in the Canvas grade book. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Standard Grade Scale Based on Percentages				
A	B	C	D	F
A 93-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F Less than 59.9
A- 90-92.9	B 83-86.9	C 73-76.9	D 63-66.9	
	B- 80-82.9	C- 70-72.9	D- 60-62.9	

LATE POLICY

All assignments are expected to be turned in by the scheduled due dates for full credit. Assignments turned in after the due date will lose 10% per day after the assigned due date and time. Late days are counted in 24-hour periods. for example, when an assignment is due at 11:59pm on Tuesdays, submitting between 12am and 11:59pm on the Wednesday that follows is considered one day late, and so on.

You are given 3 self-granted extensions (called grace days) which you can use to give yourself extra time without penalty. You may use all three grace days on one assignment, or a day each on up to three separate assignments.

Choose these extensions wisely, as instructor-granted extensions are only considered after all grace days are used and only given in highly exceptional situations. You will need to contact the professor in person if requesting this extra level of extension. Students often go to great lengths to meet deadlines and conserve self-granted extension days: pull all-nighters, ignore other classes, miss events they wanted to attend, work when feeling poorly, submit unpolished assignments, or even cancel key time with friends and family. It would not be respectful of their efforts to hand out extra days to students who were less committed to meeting deadlines or

not as cautious in conserving grace days. If asking for an instructor-granted extension, you will be expected to legitimize how all of your grace days were used, and make a compelling case for additional accommodation beyond the grace days everyone else receives. We use this information to find an appropriate balance between providing relief to you and maintaining fairness to others.

Remember, late work handed in when you have run out of self-granted extensions is discounted 10 % per day late.

(ideas in this late policy borrowed from Stanford, <https://stanford.edu/class/ee365/late.html> (Links to an external site.))

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3.0 unit class delivered over 14 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

CANVAS SUPPORT

If you have questions about the content you find in my Canvas course or need clarification on assignment instructions please let me know. If you are unsure how to use any given feature in Canvas you will find the Canvas Guides to be a very helpful resource. If you cannot access something in my Canvas course or it appears that some part of the course is not working properly, please contact the Office of Instructional Technology for support at oit@pointloma.edu. Include specific information in the request (course ID, section, assignment or module name, etc.) to expedite the troubleshooting process. Screenshots are super helpful!

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students

may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE

The table below lists our assignments and their due dates. Click on any assignment to review it.