

Department of Sociology, Social Work and Family Sciences

SOC4044 Globalization and Culture

3 Units

Spring 2023

Meeting days: Tuesday	Instructor title and name: Dr. Jamie Gates
Meeting times: 4-6:30pm	Phone: 619-849-2659
Meeting location: Rohr Sociology 109	Email: JamieGates@pointloma.edu
Final Exam: Tuesday, May 2; 4pm	<p>Drop-in location and hours:</p> <p>In person Rohr Sociology 107 or via Zoom:</p> <p>Tuesdays 11am-12pm; Tuesday drop-in zoom with Dr Gates</p> <p>Thursdays 3-4pm; Thursday drop-in zoom with Dr Gates</p> <p>OR by appointment!</p> <p>Normally if you want to meet with me, I'd love to meet in person. But there are times where it works better for one or both of us to meet via zoom, so this is a link where anyone in the class can drop in to meet with me on zoom. Drop by for some formal or informal help, or just to connect and for us to get to know one another better! If you're waiting in the zoom waiting room, it's likely that I'm in a private conversation with someone else and will let you in to the zoom room as soon as I can. If that doesn't happen, please email me that you are/were waiting and I'll reach out for another time that works for both of us. Feel free to email at any time to set up a time that works better for you.</p>

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.

Statement of Inclusivity and Commitment to Anti-Racism

Point Loma Nazarene University is a Christian community committed to cultivating an inclusive and welcoming environment. In fulfillment of our Christian mission, we strive to value and honor all people because we believe that our diverse identities, experiences, and abilities enrich our learning community. We are committed to explicitly challenging and dismantling racism in all of its forms. If you witness or experience an incident that could be considered unfair, bias, or discriminatory please report this to your most trusted staff or faculty member and/or to the Office of Diversity and Belonging, biasincident@pointloma.edu. You may also use this [Bias Incident Reporting Form](#).

Kumeyaay Land Acknowledgement

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As a class we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay. (This statement borrowed from [SDSU's Kumeyaay Land Acknowledgement](#))

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

- Bartel, Rebecca C. (2021). [Card-Carrying Christians: Debt and the Making of Free Market Spirituality in Columbia](#). Oakland, CA: University of California Press
- Parrenas, Rhacel Salazar (2015). [Servants of Globalization: Migration and Domestic Work](#). SECOND EDITION. Stanford, CA: Stanford University Press.
- 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 - 10%

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 2 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 - 20%

Reading summaries are designed to provide students with a record of their observations from the main texts and to motivate a higher quality of in-class participation from a common knowledge base. The reading summaries will be graded for being at least two full pages single spaced and for the covering the range of readings (e.g. notes representing all major sections of the reading).

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.

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 Mondays and will prepare students for class activities for that week.

IMPORTANT: notes on the Ethnographies of Globalizations are NOT to be submitted with this assignment since you will be writing a critical analysis for each of these.

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:

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

Card-Carrying Christians - Critical Book Analysis guide

DISCUSSION FACILITATION - 10%

Students will be randomly divided into Discussion Facilitation teams to give everyone a chance to lead a classroom discussion on portions of the assigned readings. Each Discussion Facilitation team will be responsible for leading a class discussion for no shorter than 45 minutes and no longer than 1 hour.

Each Discussion Facilitation team will need to submit a Discussion Facilitation Plan by the Friday night before the week in which they facilitate in order to give the professor time to give feedback. Discussion Facilitations will be peer reviewed.

Further instructions and guidance will be given to help make this a successful learning exercise for us all.

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>.

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.

INDIGENOUS PEOPLE GROUP PRESENTATION - 10%

Each IPG Project team is to produce a 7-10 minute video presentation drawn from their Advocacy Brief that makes an *impassioned and well-researched plea* for a particular outcome to a policy or practice to a *particular audience* that is identified in your Advocacy Brief. The team should present as if they are presenting in front of this public audience to whom they are making the plea. The audience must be specific and have the capacity to impact the situation, eg. a specific politician with responsibilities over the land rights legislation that is moving forward, a UN official that needs a strong argument piece to take in front of the Assembly for a particular indigenous right that you've identified, a philanthropist who is contemplating funding an NGO that works with your IPG, a judge that will be weighing evidence for awarding a settlement to your IPG for rights violations, etc.

ASSESSMENT AND GRADING

Assignment		Points
Attendance and Participation		100
Reading Summaries (10 for 10% each)		200
Critical Book Analysis (2 for 10% each)		200
Discussion Facilitation		100
Discussion Facilitation Plan	25	
Discussion Facilitation Implementation	75	
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 Advocacy Brief	200	
Indigenous Peoples Project Presentation		100
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.