

SOCI 375: Global Problems

Fall 2022

Instructor

Dr. Martín Jacinto

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Preferred contact: Blackboard Messaging

Office Hours: 10:00 a.m. - 12:00 p.m. Tue

Office: TBD

Correspondence policy: Respond within 24-48 hours

Class information

Classroom: Online

Class Hours: 1:00 p.m. - 2:15 p.m. MW

Please be aware that the land on which our campus resides occupies the territory of the Mechoopda people. Without them, we would not have access to this campus or our education.

Course Description

Why study social problems through a global perspective? Over the past century, societies across the world have become increasingly interconnected and, as a result, many social problems have a global dimension to them. Through a global perspective, we can understand and comprehend how *globalization*—a process of increasing international economic, political and cultural connection—generates contradictory social outcomes (negative and positive) across the globe. For instance, alongside a global reduction in poverty and overall progress in life expectancy, the threat of climate change looms large and the growing concentration of wealth amongst a small yet powerful elite continues to come at the expense of working and lower-income class groups. Therefore, it is important to ask: *how is this possible?*

In this course, then, the main learning goal is to construct a more precise understanding of these multifaceted global *social* problems, one that can be the basis of a critical evaluation of the past century of global transformation. While there are various co-existing and valid perspectives on globalization, our perspective on globalization will be grounded on the tradition of critical political economy and economic development. Critical political economy—a tradition that includes Marxist theory, world-systems analysis, critical globalization studies, feminist political economy, among others—grounds globalization in the processes of capitalist expansion. While globalization is a complex and multi-dimensional phenomenon that includes cultural interconnectedness and geopolitical conflict, in this course we will examine the extent to which these processes and social problems relate to the global reach of capitalist production. This critical perspective is useful because much of our daily lives depends on how the larger, global capitalist economy functions and operates.

Beyond the core issue of globalization as the expansion of capitalism, we will look at different specific instances or aspects of globalization. Thus, the course is divided into one introduction and three parts. The first two weeks—entitled **Introduction: Theoretical and Historical Foundations**—will focus on clarifying the different meanings of globalization and on identifying some of the most salient socio-economic trends of the globalization era. **Part I**, entitled **Global Processes: Accumulation and Trade**, will unpack some of the core processes that characterize contemporary globalization, namely (1) the transformation of production processes from Fordist to neoliberal strategies and (2) the expansion of free trade (in the sense of free trade ideologies and actual trade in goods and services). After that, we will move on to **Part II**, which centers on **Dimensions of Globalization**. This second part of the course will examine some important aspects of globalization—issues of labor, gender, environment, and health will be discussed during the weeks that composed the second part of the course. Lastly, **Part III** (Concrete Analysis of Concrete Situations) will be about concrete regional examples and resistance. First, we will evaluate the place of Latin America and China in the globalization era. While we will be looking at resistance all throughout the semester, in Part III we will also examine some concrete issues and dilemmas surrounding resistance to globalization. This look at resistance will function as a conclusion to the course. By then of the semester we should have some general picture of capitalist globalization, its origins, its contradictions and the prospects for the future.

Course Learning Objectives (CLO):

1. Identify and describe the socio-economic and historical links that connect individual, local and national issues to global socio-economic transformations.
2. Explain core concepts, main arguments and relevant empirical data/examples used to discuss globalization in lectures and assigned readings.
3. Recognize the multiple dimensions and complex dynamics that shape globalization.
4. Analyze in writing what a selection of social scientists/historians argue regarding globalization. Simultaneously, you will learn to add some critical insight vis-à-vis these arguments.
5. Apply the theories learned to historical and/or contemporary events.
6. **The main goal** is to evaluate—in a nuanced and critical manner—contemporary globalization and the arguments made in favor or against it.

Sociology Program Student Learning Objectives:

- Demonstrate critical thinking through verbal and written communication.
- Demonstrate the ability to design and evaluate quantitative and qualitative research.
- Apply, critically interpret and synthesize sociological theory.
- Display an understanding of and appreciation for cultural diversity.
- Illustrate an understanding of the processes and implications of globalization.
- Exhibit an understanding of the structural and interpersonal basis of social inequality.
- Recognize the relationship between personal agency, social responsibility, and social change (sociological imagination).
- Demonstrate proficiency in the use of technology.

Course Status

We explore historic, economic, political, ecological and social changes that have created social problems worldwide. We examine a broad range of global problems and current global developments through a macro sociological lens. 3 hours lecture.

Important Dates

- Sept. 2nd - Last day to drop without instructor's approval
- Oct. 24th - Last day to drop and receive financial credit for refund
- Nov. 10th - Last day to drop or withdraw
- See the [2022-2023 Academic Calendar](#) for more information.

Required Readings

- There is no required textbook for this course. Primary readings will be available electronically on the Blackboard course page and on Perusall. An **"E-Posting"** notation is made next to each of these readings in the syllabus. These readings will only be available to students enrolled in the course, and are to be used only for educational purposes.

Late Work and Student Emergencies

Generally, late papers, past due participation in Perusall or extra-credit work will *not* be accepted in this course. However, there are some important exceptions to this rule. Whenever unexpected life challenges/emergencies or an illness interrupts your academic work, other measures will apply. If you are ill or face an emergency, you are asked to please notify the instructor immediately (via email or in person), and provide documentation of what has occurred to justify making-up your work or turning it in beyond its due date. Moreover, given the current COVID-19 pandemic, I am aware that your situation can change dramatically unexpectedly. **If you are facing any personal, medical, financial or other challenges that impact your academic work, please inform me right away and we will work out a solution to your problem. I will do my best to accommodate your situation and allow you to complete your work at a later time if you missed a deadline. However, the longer you wait, the less likely I am to accept a late assignment. Furthermore, I reserve the right to refuse any late work thus, keeping the lines of communication open is your best bet if you fall a little behind on an assignment.**

The instructor's policy regarding late work is to give any student who is ill or has faced a **documented medical/personal emergency** the opportunity to make up his/her academic work **within one week of the absence**. Therefore, it is imperative that you discuss with the instructor any emergencies and/or problems in order to assist you in completing your coursework. **Please also note that if you foresee being absent due to a conflict with religious observance(s), you must notify the instructor of your prospective absence during the first week of classes.**

If you have any questions, do not hesitate to discuss these issues with the instructor in person or via BlackBoard.

Getting Help And Communicating With Your Professor

Remember, your professor is here to help you gain a rich understanding of the material. So, it is important to be connected to your instructor and seek help whenever you need it. However, it is primarily your responsibility to seek help when you need it. Use the following methods to get in touch and/or ask questions.

Communication policy

When contacting your about the course, please send message through “Message Your Professor” in BlackBoard. I check messages three times per day, Monday thru Friday, between 9:00 AM and 6:00 PM. Please allow up to 24-48 hours for a response during the week. If you contact on the weekend, expect a reply the following Monday.

- Requesting help: If you miss a class meeting, you should...
 1. First, look on the course website for material you missed.
 2. Second, if you need help understanding the material, you should contact your classmate via Beach. Board (direct email or discussion board).
 3. Third, if you still find it difficult, find some time to chat with me during office hours
- Requesting a 1-on-1, non-office-hour Zoom meeting:

If, after you’ve looked over the material yourself and reached out to classmates, you still need help but cannot attend office hours, you may email me to request a virtual Zoom meeting. For non-office-hour zoom meetings, I require at least a minimum of one-week’s notice.

- On-line communication

I require that all communication be done in a respectful, courteous, and professional manner. When in doubt, always err in these directions; for example, aim for being slightly more courteous than you may think you need to be. Nobody will object to an extra “please” or “thank you.” Always take a few minutes to read what you have written before posting a comment or sending an email – pause and think – could what you have written be construed as disrespectful, impolite, or snappy? When in doubt, re-think your words and tone, and re-calibrate your message. We may not always agree but disagreeing while simultaneously showing respect and courtesy toward someone is a skill that will serve you well throughout your life and in many contexts. Always make criticism constructive and not personal. If you disagree with someone, they should not feel personally attacked. Keep the ideas separate from the person. I will always keep these principles in mind when communicating with you – please do the same toward me and your fellow students.

I reserve the right to penalize individuals who do not demonstrate these basic principles in their communications.

Powerpoint Lecture Slides Availability:

Please note that course is taught in a “synchronous manner” which means that lectures will be delivered “live”. **Each week the PowerPoint lecture slides used in each class meeting will be posted on Beachboard (in the ‘Content’ section’) on the following Friday.**

Use of Lecture Material, PowerPoint Lecture Slides, and Electronic Readings:

It is most important that you know that **all course materials (i.e, the course syllabus, assignments, handouts, exams, etc.) are the instructor’s property. Course readings, on the other hand, are the property of their writers and editors, and together, should be used only by students enrolled in this course. These materials should not be distributed or used beyond the member**

of this course. If you do, this will constitute a major legal violation with serious penalties. These materials are available to you to facilitate your own personal learning in this class. Sale of course or reproduction of course materials, including lecture content and information, are strictly prohibited. All class material, particularly lectures, cannot be further reproduced. Reproduction of audio or video of zoom lectures or powerpoint slides by students or anyone else is *strictly prohibited* under any circumstances. **Professor Jacinto reserves the right to take academic penalty measures and/or legal action if you are found in violation of any of the expectations stated here.**

Creating a Safe and Inclusive Learning Environment

Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am legally required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the [Counseling and Wellness Center](#) (530-898-6345) or [Safe Place](#) (530-898-3030). Information on campus reporting obligations and other Title IX related resources are available here: <https://www.csuchico.edu/title-ix/>

Statement of Commitment to Diversity, Equity, and Inclusion

Education is transformative, and open intellectual inquiry is the foundation of a university education and a democratic society. In the spirit of shared humanity and concern for our community and world, the faculty of Chico State's Sociology Department celebrate diversity as central to our mission and affirm our solidarity with those individuals and groups most at risk. In line with our departmental goals, we disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

As educators, we affirm that language and texts, films and stories help us to understand the experiences of others whose lives are different from ours. We value critical reasoning, evidence-based arguments, self-reflection, and the imagination. Building on these capacities, we hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We advocate for a diverse campus, community, and nation inclusive of racial minorities, women, immigrants, the LGBTQ+ community, and people of all religious faiths.

Statement of Respect for Diversity in Learning Styles, Perspectives, and Backgrounds

Each of us arrives in the classroom with a multitude of life experiences, and we all learn in different ways. In designing this class, my intent has been to provide many different methods to practice and learn to support these different learning styles. In addition, while learning social theory, we will use a variety of example to demonstrate their applicability. Some examples will be simple and often use 'made-up' scenarios, while others deal with real life events and experiences about important social issues. It is my hope that all materials in the class are respectful to people from all backgrounds including diversity in sex/gender, sexuality, disability, age, socioeconomic status, ethnicity/race, immigration status, veteran status, religion, and culture. I invite your feedback on this, and your suggestions are always welcome.

Undocumented, DACA, or AB-540 Immigrant Students

As an educator, I strive to make courses accessible to all students regardless of immigration status. If your status presents obstacles to engaging in specific activities or fulfilling specific criteria, you may request confidential accommodations. You may consult with the [Office of Equity and Diversity](#) or the [Dream Center](#) for examples of possible accommodations. Such arrangements will not jeopardize your student status, your financial aid, or any other part of your residence. Please advise me if and when you feel comfortable during the semester so that I may make appropriate alterations as needed.

Note: For all students addressing undocumented immigration as a category of analysis in class, do not use the word “illegal(s)” in a discussion. The term “illegal(s)” promotes a culture of intolerance and violence toward foreign nationals and undocumented immigrants. A more accurate and non-offensive term is “undocumented immigrant(s).” The use of this language signifies respect to the population addressed and reflects our campus’s most basic values of diversity and civility in academic discourse.

Statement on Eliminating Anti-Blackness

Faculty at CSU Chico strive to create an environment that supports meaningful dialogue grounded in research, academic inquiry, and mutually respectful relations. We also strive to remain conscious of and attentive to the damage that anti-Blackness does to the lives of our students, faculty, staff, administrators, and their related communities. As such, faculty at CSU Chico denounce anti-Blackness and racial violence in all forms and stand in solidarity with Black communities in the fight for racial justice, equality, and equity. We pledge to remake our institution as one that values, honors, and supports Black lives. We recognize the impact of anti-Blackness on our students, and we invite them to dialogue with their professors as we work to make our classrooms anti-racist and dignity-affirming spaces.

LGBTQ+ Equality Statement

I am firmly committed to diversity and equality in all areas of campus life, including specifically members of the LGBTQ+ community. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I unequivocally believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.

Mental health

Being a university student is stressful and can negatively impact mental health. The [WildCat Counseling Center](#) offers free counseling services to regularly enrolled students at California State University, Chico. There are a wide variety of reasons students seek counseling:

- Resolving personal problems or conflicts.
- Seeking clarification and support in making important life decisions.
- Experiencing an emotional crisis due to a traumatic incident or a series of incidents.
- Help in developing personal survival skills necessary to achieve personal goals.

Absences for mental health reasons are excused but the professor should be notified immediately (within 48 - 72 hours of absence) to prevent any penalty on your final grade.

Other Course Policies

- Unless you have a documented emergency, there will be no substitutions for assignments, quizzes, or papers. A missed assignment, quiz, or paper will result in a zero. Incomplete grades (or an "I" grade) are rare, and will be given at the discretion of the professor.
- "Pet Peeves":
 1. Asking to be excused from rules that all classmates are following.
 2. **Inappropriate or disruptive behavior will not be tolerated. If this behavior persists, the student will be reported to the Dean's Office.**
- As mentioned in the **"Four (4) Analytical Response Papers"** section above, all papers must be 12-point Times New Roman font (or 11-point Arial font), double-spaced, and have 1" margins. Students' names are to be in the upper right hand corner with the date and student ID number included; also, include page numbers in the bottom right hand corner of the paper. Excessive spacing beyond this identification will result in the deduction of points. Finally, follow APA citation style, and give full references. For help with formatting citations and bibliographies, visit the "Citing Sources" page in Meriam Library's website: <https://libguides.csuchico.edu/cite>
- When there is evidence that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on a quiz, altered class material or scores, or has inappropriate possession of quizzes, or sensitive material, the incident will be investigated by Student Judicial Affairs. **The consequences for academic dishonesty are severe, including receiving an "F" in the course. No exceptions.**
- All written work will be assessed on content, depth, logic, and quality of written expression.
- Students are responsible for handling the necessary paperwork for adding or dropping this class. **If a student does not withdraw, and does not attend class or complete required work, an "F" or "WU" will be reported for the final grade. Instructors may drop a student who does not attend the first two classes.**

University Policies and Campus Resources

Academic Integrity

Academic honesty and integrity are core values in this class and at Chico State. Acts of plagiarism, dishonesty, and misrepresentation of work are just a few examples of inappropriate behavior in this class. Breaches in academic honesty and integrity will be submitted to the Office of Student Conduct, Rights and Responsibilities for sanction. Additionally, breaches in academic honesty will result in a failing grade for the assignment to which the breach was committed, or, at the discretion of the instructor, a failing grade for the course. For more information about academic honesty and integrity, please visit <http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>.

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such

as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found on the current students page of the [CSU Chico web site](#).

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. I suggest you visit the [Student Learning Center web site](#).

Writing Center

Over the course of this semester, seek help at the Writing Center if you would like additional guidance and critique. You can access the Writing Center at [at their website](#). During graduate school, I found workshops and writing groups at the Writing Center on campus to be helpful in building my motivation and teaching me new strategies for writing efficiently. While it is not a requirement, I nevertheless urge you to meet with a writing tutor to review a writing assignment at least once during the semester.

Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. See contact info below:

Accessibility Resource Center
Student Services Center 170
530-898-5959
arcdept@csuchico.edu
<https://www.csuchico.edu/arc/>

Food insecurity

CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long and short term resources available at Chico State. Students are encouraged to contact the [Center for Healthy Communities](#) or 530-898-5323 for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the [Wildcat Food Pantry](#).

Final thoughts

This document is a roadmap for our semester. We will learn about global problems and globalization as a social process. Like all your classes, you will get out what you put into this course.

Asking for help from one another and your instructors is important, don't be afraid to ask a question about something you don't know or if you want to check your knowledge about something you think you know. Do not wait to ask for help! We are all here to learn; it is not a competition.

If this document is updated, a copy will be supplied to you via Black Board and changes will be announced in class.

Course and Reading Schedule

The following is a tentative schedule for the Fall 2022 semester. It lists readings and due dates, and **may be subject to change**. Any changes will be announced in class and will be shown in Black Board immediately. Use this information to schedule accordingly. If you miss class, it is your responsibility to find out if any scheduling changes were made in class.

Table ?? displays the course schedule for the Fall 2022 semester. It lists the days and weeks we will meet for lecture. **We will not meet during Fall Break (Nov. 21-25).**