University of South Florida Sarasota-Manatee
Special Topics in the Social Sciences: Globalization: Processes and Outcomes
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Professor: Donna Trent, Ph.D.

Contact Information:
email: dtrent@sar.usf.edu. Email is my preferred method of communication.

Phone: To set up a phone conversation, I ask that you email me your phone number and a few good times to call between 8 AM and 5 PM. I will return the call within 24 hours for requests made for a phone conversation Monday through Friday. Phone calls are not made on weekends or official holidays.

Interdisciplinary Social Sciences Mission Statement

The curriculum for the Interdisciplinary Social Sciences (ISS) degree at USF Sarasota-Manatee trains students in critical and creative thinking, and develops the organization, presentation, and communication skills called for by many professions, and graduate programs. The ISS major provides an opportunity to blend the study of two selected social-sciences disciplines: anthropology, criminology, gerontology, history, international studies, political sciences, psychology, religion, sociology, social work, or women’s studies. By the time students complete the ISS program, they understand the principles, methods, and theories informing the social sciences, as well as the important facts, principles, and theories of two separate social science disciplines. In a senior seminar, ISS students demonstrate these competencies through an original research project that synthesizes and applies ideas from at least two of the social sciences.

Course Description:

This course focuses on an interdisciplinary analysis of the process of globalization and issues presented by expanding globalization. Social, economic, political and cultural forces contributing to threats of economic inequality, conflict, and environmental degradation will be examined and compared to forces promoting equality, peace and sustainability.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Delineate major theoretical perspectives in the social science disciplines that explain the development of globalization.
2. Define and explain the impact of globalization on economic and political structures.

3. Discuss the effects of globalization on culture and population flows.

4. Discuss the impact of globalization on environmental problems.

5. Engage in interdisciplinary analysis of forces impacting threats and opportunities accompanying globalization.

**Required Texts:**


**Canvas Use:**

The class syllabus is posted in Canvas, an online course management system. This class is 100% online and all assignments and communications will be conducted through Canvas. Information on how to use Canvas is available at: [http://usfsm.edu/e-learning-services/student-resources/](http://usfsm.edu/e-learning-services/student-resources/)

**Academic Support Services:**

Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring services provided by the Learning Support Services, which are provided at no cost to students.

**Student Evaluation:**

The student's grade in this course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Formulation</td>
<td>45</td>
</tr>
<tr>
<td>Points distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>1) Research Topic</td>
<td>5</td>
</tr>
<tr>
<td>2) Annotated Bibliography</td>
<td>15</td>
</tr>
<tr>
<td>3) Draft Paper</td>
<td>10</td>
</tr>
<tr>
<td>4) Comments on Classmate’s Paper</td>
<td>3</td>
</tr>
<tr>
<td>5) Writing Center Consultation Documentation</td>
<td>2</td>
</tr>
<tr>
<td>6) Final Paper</td>
<td>10</td>
</tr>
</tbody>
</table>
Online Discussion Participation
  Questions 1 through 10 @ 4 points each 40
Paper Presentation and Responses 10
Reflection Essay 5
Total 100 points

A plus-minus grading system will be used in this course.

The chart below shows how the weighted points are turned into letter grades:

100-97 = A+
96-93 = A
92-90 = A-
89-87 = B+
86-83 = B
82-80 = B-
79-77 = C+
76-73 = C
72-70 = C-
69-67 = D+
66-63 = D
62-60 = D-
59-0 = F

I reserve the right to submit any student work to Turnitin.com or other relevant sites to determine if the work was plagiarized. Students may not sell notes or tapes of lectures or other course content.

Note: Late assignments will not be accepted and will not be graded if prior arrangements have not been made with the professor.

Course Assignments:

Discussion Boards
Ungraded discussion boards: There are three ungraded discussion boards the first week of the semester. These are to orient students to the course. The first two are due Jan. 9 at 5 PM. The third is due Jan. 16 at 8 AM.

Graded Discussion Boards: Students are required to participate in online discussions weeks 2 through 12. Responses MUST refer to the assigned readings and assigned videos. Points will be deducted if readings and videos are not addressed in the responses. Additionally, it is suggested that responses present an interdisciplinary discussion and integration of different perspectives from students’ various social science disciplines. Responses should not be in one or two words but rather a minimum of four or five paragraphs to indicate understanding and thought on the subjects under consideration and to include reference to relevant theories, concepts and ideas from the assigned readings, websites, and knowledge from your social science disciplines. Responses are not to be the opinion of students but rather to demonstrate critical thought and reflection on the part of the student. While students are encouraged to read and reply to their classmates, students are not graded on these. I will have all read, graded and commented on discussion board submissions for you by four days after the due date, if not before. I also will check discussion boards Monday through Friday. If you do not receive full credit for a discussion board, I will provide feedback to you requesting more information or asking you to respond to question(s) I pose. All discussion boards are due at 8 AM. See below for due dates. DISCUSSION BOARD RESPONSES AND REVISED RESPONSES NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

<table>
<thead>
<tr>
<th>Discussion Board</th>
<th>Due Date</th>
<th>Due Date for Requested Revisions</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 20</td>
<td>Jan. 27</td>
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<td>2</td>
<td>Jan. 27</td>
<td>Feb. 3</td>
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<td>Feb. 24</td>
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<td>6</td>
<td>Feb. 24</td>
<td>Mar. 10</td>
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<td>7</td>
<td>Mar. 10</td>
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<td>Mar. 24</td>
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<td>9</td>
<td>Mar. 24</td>
<td>Mar. 31</td>
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<tr>
<td>10</td>
<td>Mar. 31</td>
<td>Apr. 7</td>
</tr>
</tbody>
</table>

Research Paper: The following written work will be provided in individual assignments posted under Assignments unless otherwise noted: 1) The research topic, 2) an annotated bibliography that includes references to at least six (6) peer reviewed social science journal articles or books, 3) from each of the two social science disciplines used in the paper, 3) draft paper, 4) comment on classmate’s paper, 5) writing center documentation and 6) completed paper.

1) Research Topic: The student is to write a paper on an issue or question pertaining to globalization that can be studied from an interdisciplinary perspective. This assignment
requires that the student write 2-3 pages which include the following: 1) a statement of the chosen topic and 2) a statement as to how this topic is conducive to interdisciplinary study through two social science disciplines chosen from this list: anthropology, criminology, gerontology, history, international studies, political sciences, psychology, religion, sociology, social work, or women’s studies and 3) an explanation of how each social science discipline will inform the research into this question. Due: 8 AM on Jan. 27.

2) An annotated bibliography that includes references to at least six (6) peer reviewed social science journal articles or books, 3 from each social science discipline to be used in writing the paper. Annotations are to be 4-5 sentences which indicate the main ideas or thesis of the work and how the work will contribute to the paper. Note that it is possible to search for only peer reviewed, scholarly sources on the USF library site. The bibliography should be in APA format. This site provides information on annotated bibliographies:

http://owl.english.purdue.edu/owl/resource/614/1/

This site provides information on APA format:

http://owl.english.purdue.edu/owl/resource/560/01/

This site provides information on finding and evaluating sources:

http://www.lib.usf.edu/guides/how-to-evaluate-sources/

DUE: 8 AM on Feb. 17.

3) Draft Paper: The student is to post under discussions AND under assignments a completed draft of the paper. The paper should be 8-10 pages in length including non annotated bibliography, double spaced and in APA format. The site below provides assistance with APA format:

http://owl.english.purdue.edu/owl/resource/560/01/

The structure of the paper should be as follows:

1) Introduction of Research Question
   a) present the question or topic
   b) explain why this is a relevant and important question for interdisciplinary social science research.
   c) name the two disciplines used in your research paper to study this question.
   d) explain what each of the above disciplines contributes to the study of your topic or question

2) Review of the literature
   a) delineate the contributions of the sources used in your annotated bibliography as well as any other sources you are using to answer the research question.
   b) explain at least one theory from each discipline as this contributes to answering the research question.
3) Interdisciplinary Analysis
   a) discuss differences and/or conflicts between the two disciplines used in your paper pertaining to their 1) approach to the research question.
   b) delineate areas of common ground and consensus between the disciplines.
   c) discuss how the interdisciplinary use of these two disciplines further informs one's understanding of this topic.

4) Summary and Conclusion
   a) summarize your interdisciplinary contributions and limitations to answering this research question.
   b) provide suggestions for future research into your research question.

When writing the first draft, please make sure that your paper addresses the following:

1) illustrates an understanding of interdisciplinarity as related to the two social science disciplines
2) demonstrates the use of social science theory
3) uses social science theory and concepts from each discipline
4) uses (or reports on) social science methodology effectively and efficiently
5) illustrates discipline-specific knowledge by contrasting perspectives from two social science disciplines
6) identifies gaps in knowledge regarding the specific topic or research question
7) evaluates the state of current literature and recommends directions for future research
8) identifies limitations of methods employed in research reviewed in this paper
9) presents relevant and sufficient qualitative and quantitative data
10) evaluates the state of current empirical research on the topic and recommends additional methodological approaches for future research

These compose criteria upon which the professor will evaluate your draft and final paper and your peer reviewer will use in critiquing your paper. DUE: 8 AM on Mar. 10. This is to be submitted under BOTH Assignments and Discussions.

4) Comment on Classmate’s Paper: Each student will read at least one classmate’s draft and comment on what the author has done well and what could assist the author in strengthening the analysis. The reviewer is not responsible for editing mechanical errors. The reviewer should refer to the rubric provided on the discussion board entitled “First Drafts” (see # 3 above) for guidance on what to focus in the review. Do not review a paper on which another student has commented. In this way, each student will have his/her paper reviewed. Due by 8AM on Mar. 17.

5) Documentation that the student consulted the USF Writing Support Services for review on the first draft: The student is required to submit his/her first draft to the USF Sarasota/Manatee Writing Support Services for review AND to provide documentation to the professor that s/he has received feedback from Writing Support Services. Documentation is to be provided under Assignments. You may either uploading the feedback received via email from Writing Support Services or provide a summary of the feedback, name of the
writing consultant and date and time of the consultation. Please see Announcements in Canvas for additional information on how to contact Writing Support Services. Note that many students from many classes are required and advised to consult with Writing Support Services. I suggest that the first week of the semester you schedule an appointment with the writing center to review your first draft between March 8 and March 19. (Note that spring break is March 2-7). Due: 8 AM on Mar.17.

6) Final Paper: The student will post the completed final paper under Assignments. The paper is to be of 7-9 pages inclusive of non annotated bibliography and in APA format. Students are required to incorporate suggestions from both the writing center and classmate in the final draft. Due 8 AM on Mar.31.

Paper Presentation and Responses: Each student will post a presentation on his/her research paper under Discussion by 8 AM on Apr.7. These should be power point presentations. Presentations should summarize the paper. The number of slides is to be determined by the student. Students may NOT post their paper as the presentation. Students will then facilitate a discussion on their presentations concluding at 8 AM on Apr. 21. This entails both posing questions or comments for classmate consideration as well as responding to the comments and questions from classmates. For full credit, one must read and comment on at least five (5) of their classmates’ presentations while also responding to comments from their classmates on one’s own presentation. This site provides information on APA PowerPoint presentations: http://owl.english.purdue.edu/owl/resource/560/17/

Reflection essay: For this assignment, write a 2-3 page essay in which you discuss a) how the various assignments in this course contributed to strengthening your understanding of interdisciplinary social sciences as applied to an analysis of of globalization. Due: 9 AM on April 14.

Please find below additional thoughts to consider as you compose your reflection essay:

I would like you to ask yourself the question: "So what? What difference does knowing this material make to me and how I see, interpret and interact?" I am drawing this from David A. Kolb's model of learning. See this link for more information: http://academic.regis.edu/ed202/subsequent/kolb2.htm

In brief, Kolb suggests that there are four components to learning: being exposed to new ideas/theories, having an experience that pertains to these (could be the discussion boards or various experiences in your own life as your classmates and you have mentioned as they pertain to the theories, analysis (asking how does my knowledge of these theories further inform my understanding of these experiences and vice versa), and finally reflection (what difference does this new knowledge make to me? Am I seeing situations differently? Has this impacted my assessment of self, others, or situations?)
So, for Kolb, the learning experience is not complete until one spends some time reflecting on the relevance of the learning to oneself.

I am interested to hear your reflections in terms of how YOU see the world from an interdisciplinary perspective. How have YOU changed or grown in your outlook?

**Course Policies and Procedures:**

**Attendance, Absences and Making up Work**

This course is conducted online. It is assumed that you have a working computer and access to the internet. Should you have problems you’re your own computer or internet, computers are available on the USF S/M campus for student use. Computer problems are not an accepted excuse for late assignments.

DISCUSSION BOARD RESPONSES AND ASSIGNMENTS NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

I reserve the right to require a meeting with a student should academic progress indicate such would be useful.

**Extra Credit**

There are no extra credit assignments in this course.

**Use of Turnitin (Plagiarism Software):**

I reserve the right to submit student work to Turnitin after the work has been turned in. The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.
Course Requirements and Methods of Instruction:

First Day Attendance

To demonstrate first day attendance, respond to the introduction, questions about the syllabus and your interests in ISS discussion boards by 9 AM on January 10. If the above discussions are not completed by the due date and time, you will be listed as not attending the first class and will be dropped from the course.

Canvas use

Because this course is 100% online, all course assignments and discussions are conducted on Canvas. Information on how to use Canvas is available at: http://usfsm.edu/e-learning-services/student-resources/

Also, the USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

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DISCUSSION BOARD RESPONSES AND ASSIGNMENTS NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

Voluntary Canvas sessions may be offered throughout the semester. Recordings of these will be available on Canvas for students who are unable to attend.

I also reserve the right to require a meeting with a student should academic progress indicate such would be useful.

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**USFSM AND USF SYSTEM POLICIES:**

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714 http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.
F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. The Counseling and Wellness Center is a confidential resource where students can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help students without their having to report the situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO) unless they wish. Please be aware that professors, administrators, or other staff must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If students disclose any of these situations in class, in papers, instructors are required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Counseling Center and Wellness Center 941-487-4254

Victim Advocate (24/7) 941-504-8599

List of off-campus resources:

Hope of Manatee: 941-755-6805

Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

USF Sarasota-Manatee Policy Regarding Incomplete Grades

An Incomplete should be given only if an unavoidable and non-academic event prohibits a student, who has been attending and submitting work, from taking a final exam or turning in a final paper on time.
• It is not appropriate to give an incomplete as a way to extend a deadline unless extenuating circumstances can be documented. Students should be given the grade they have earned, according to the policies of your syllabus. They do have 3 opportunities to retake low-grade courses with grade forgiveness.
• And it is also not appropriate to give an incomplete if extenuating circumstances have caused the student to miss substantial instruction. In that case the student may have options, but they should be pursued through their advisor or the dean.
**Last Date to Withdraw**

The last date to withdraw with no academic penalty and no refund is March 21.

**Schedule of Class Assignments:**

**REMINDER: LATE WORK WILL NOT BE GRADED UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE WITH THE PROFESSOR.**

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Introduction to Globalization: Conceptualization, Origins and History</th>
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</thead>
<tbody>
<tr>
<td>Jan. 6</td>
<td>Read: Ritzer, Chapter 1</td>
</tr>
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</table>

Watch Hans Rosling’s discussion on the UN Millennium Development Goals

This video is 2 hours 10 minutes in length.

<table>
<thead>
<tr>
<th>Discussion Boards:</th>
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<tbody>
<tr>
<td>Student Introductions (not graded). Due Jan. 10 at 9 AM.</td>
</tr>
<tr>
<td>Questions about the Syllabus (not graded). Due Jan. 10 at 9 AM.</td>
</tr>
<tr>
<td>Interest in Interdisciplinary Social Sciences (not graded). Due Jan. 10 at 9 AM.</td>
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</table>

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<thead>
<tr>
<th>Class 2</th>
<th>Theorizing Globalization</th>
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</thead>
<tbody>
<tr>
<td>Jan. 13</td>
<td>Discussion on Globalization: Conceptualization, Origins and History</td>
</tr>
</tbody>
</table>

Read: Ritzer, Chapter 2

Watch Hans Rosling’s discussion on global development in historical perspective (entitled: Let My Dataset Change Your Mind)

Go to: [http://www.youtube.com/watch?v=jbkSRLYSojo](http://www.youtube.com/watch?v=jbkSRLYSojo)
Watch this video of Hans Rosling discussing 200 years, 200 countries, 4 minutes

The entire documentary is 69 minutes. You may choose to watch one or more of the 8 segments rather than the entire documentary.

Discussion Board 1, Introduction to Globalization: In your own words, explain what is meant by “globalization”. What are some of your experiences of globalization? What is your attitude (positive, negative, mixed) to globalization? How does your interdisciplinary study of two social
sciences disciplines inform your understanding of globalization? How might your experience of globalization differ from other people in different places? Use two examples of other people (ex: child in Nigeria, woman in Syria, retired man in France) in other places to demonstrate how your experience and attitude toward globalization may differ from that of those others. In your response, address how barriers to global flows affect some people more than others.

Class 3  Structuring the Global Economy
Jan. 20  Discussion on Theorizing Globalization
Read:  Ritzer, Chapter 3

Go to:  http://topdocumentaryfilms.com/life-in-a-day/
Watch this 1 hour 34 minute video.

Discussion Board 2: Theorizing Globalization: In your own words, compare and contrast these theories related to globalization: imperialism, colonialism, development, Americanization, neo-liberalism and empire. Provide your own example of each.

Write: Research Paper Topic, due Jan. 27 at 8 AM

Class 4  Global Economic Flows
Jan. 27  Discussion on Structuring the Global Economy
Read:  Ritzer, Chapter 4
Ritzer, Chapter 12, pages 292- 299

Due: 8 AM on Jan. 27: Research Paper Topic in Assignments

Go to:  http://www.youtube.com/watch?v=HjhDH76BvCs
Watch this 2 minute 18 second trailer on Ed Kashi’s Curse of the Black Gold

Go to: http://www.edkashistock.com/bin/Features?n_id=1&f=7320
Watch this slide show on Nigerian Oil

Go to:  http://www.youtube.com/watch?v=ApUYgWpNbbU
Watch this 3 minute video on the development of highways in India

Go To:  http://www.youtube.com/watch?v=OnJHb7P9DHs
Watch this 4 minute video on “Children of the Black Dust”

Suggested but not required:  http://topdocumentaryfilms.com/dark-side-chocolate/
Watch this 45 minute video on child labor producing cocoa on Ivory Coast farms.

Suggested but not required: Go to:  http://topdocumentaryfilms.com/welcome-
Discussion Board 3, Structuring the Global Economy: Explain the Bretton Woods system. Why have Bretton Woods institutions such as the World Bank and IMF have become controversial? With which arguments do you agree or disagree? Why?

Begin working on: Annotated Bibliography which is due on 8 AM on Feb. 17 and to be submitted under Assignments

Class 5  Global Political Structures and Processes: Nations, War, Crime, and Terrorism
Feb. 3  Discussion on Global Economic Flows
Read:  Ritzer, Chapter 5
       Ritzer, Chapter 10, pages 237 – 259.
       Ritzer, Chapter 12, pages 299 – 301.

Go to: http://www.pbs.org/wgbh/pages/frontline/opium-brides/
Watch this 32 minute video on the opium trade in Afghanistan

Go to: http://topdocumentaryfilms.com/drugs-inc-cocaine/
Watch this National Geographic film on the international trade of cocaine

Suggested but not required: http://topdocumentaryfilms.com/blood-diamonds/
History Channel video on Blood Diamonds

Discussion Board 4, Global Economic Flows: Beyond trade, what other types of global economic flows contribute to globalization? What barriers might exist to deter or prevent these? (Hint: consider both the spread of consumption habits and global resistance to flows.)

Continue working on: Annotated Bibliography which is due on 8 AM on Feb. 17 and to be submitted under Assignments

Class 6  Global Flows of Migrants and Inequality
Feb. 10  Discussion on Global Political Structures and Processes
Read:  Ritzer, Chapter 8
       Ritzer, Chapter 10, pages 230- 237
       Ritzer, Chapter 11, pages 270-278

Go to: http://www.pbs.org/independentlens/half-the-sky/video/
Watch this trailer. You may then want to watch the 4 hour documentary. For more
information, go here:  
http://www.pbs.org/independentlens/half-the-sky/film/

Go to: http://www.youtube.com/watch?v=vaSl41AirQE&feature=related  
Watch this 5 minute video on “The Bottom Billion”

Go to: http://mediastorm.com/publication/bloodline-aids-and-family  
Watch this 12 minute video on AIDS in Africa

Go to: http://www.ted.com/talks/hans_rosling_the_truth_about_hiv.html  
Watch Hans Rosling discussion on HIV

Suggested but not required: http://topdocumentaryfilms.com/tribal-wives/

Discussion Board 5, Global Political Structures and Processes: Nations, War, Crime, and Terrorism: How has the development of globalization impacted the ability of the nation-state to deal independently and autonomously with various forms of crime as well as terrorism and war?

Complete writing: Annotated Bibliography which is due on 8 AM on Feb. 17 and to be submitted under Assignments

Class 7  Global Culture and Cultural Flows  
Feb. 17  Discussion on Global Flows of Migrants and Inequality  
Read:  Ritzer, Chapter 7

DUE 8 AM on Feb. 17: Annotated Bibliography to be submitted under Assignments

Go to: http://topdocumentaryfilms.com/inside-islam-what-billion-muslims-really-think/  
Watch this 56 minute film.

Discussion Board 6, Global Flows of Migrants and Inequality: What are some barriers to global flows of people? What factors are supporting the migration of persons from different areas into others?

Begin writing: First Draft of Paper which is due 8 AM on Mar. 10 and to be submitted under Assignments AND Discussions in Canvas

Class 8  High Tech Global Flows and Structures  
Feb. 24  Discussion on Global Culture and Cultural Flows
Read: Ritzer, Chapter 6

Go to: [http://www.youtube.com/view_play_list?p=79184D14F872B80D](http://www.youtube.com/view_play_list?p=79184D14F872B80D)
Watch all five episodes of James Burke’s The Trigger Effect (each is about 10 minutes)

Watch this 47 minute film on Al Jazeera and cybertechnology

Discussion Board 7 What is the globalization of nothing? How does this concept further inform one’s might contribute understanding of global cultural flows? Provide an example.

Complete writing: First Draft of Paper which is due 8 AM on Mar. 10 and to be submitted under Assignments AND Discussions in Canvas

If you have not already done so, schedule appointment with USF Writing Support Services to review your first draft. Summary of feedback including name of tutor or copy of feedback received is to be posted under Assignments by 8 AM on Mar. 20.

Class 9
Spring Break
Mar. 3
No new assignments and nothing due

Class 10
Global Environmental Flows
Mar. 10
Discussion on High Tech Global Flows and Structures
Read: Ritzer, Chapter 9

DUE 8 AM on Mar. 10: First Draft of Paper submitted under Assignments AND Discussions in Canvas

Go To: [http://www.youtube.com/watch?v=OnJHb7P9DHs](http://www.youtube.com/watch?v=OnJHb7P9DHs)
Watch this 4 minute video on “Children of the Black Dust”

Watch this 45 minute video on child labor producing cocoa on Ivory Coast farms.

Go to: [http://www.youtube.com/watch?v=2pXuAw1bSQo](http://www.youtube.com/watch?v=2pXuAw1bSQo)
Watch “Our Thirsty World”

Go to: [http://mediastorm.com/publication/airsick](http://mediastorm.com/publication/airsick)
Watch this 5 minute video on air pollution.

Then Go to: [http://mediastorm.com/publication/african-air](http://mediastorm.com/publication/african-air)
Watch this 7 minute video on African Air

Go to: http://mediastorm.com/publication/chernobyl-legacy
Watch this 4 minute video on the lingering effects from Chernobyl

Go to: http://talkingeyesmedia.org/the-leaves-keep-falling#watch
View this 16 minute video on the effects of Agent Orange in Viet Nam

Discussion Board 8, High Tech Global Flows and Structures: Do you think there could be globalization without the internet? Support your response. When responding, also consider the problem of barriers, such as “digital divide” and the “Great Firewall”.

Write Comments on Classmate’s Paper which is to be posted in Discussions and is due 8 AM on Mar. 20.

Be sure to complete Consultation with USF Writing Support Services which is to be posted under Assignments by 8 AM on Mar. 20.

Class 11  Resisting Globalization
Mar. 17 Discussion on Global Environmental Flows
Read: Ritzer, Chapter 11, pages 301 – 313.

Due by 8AM on Mar. 20: Comments on Classmate’s Paper posted in Discussions.
Due 8 AM on Mar.20: Documentation of Consultation with USF Writing Support Services posted under Assignments.

Discussion Board 9, Global Environmental Flows: Discuss the roles of global corporations and nation-states in causing and alleviating environmental problems. Provide at least one example of corporations or governments contributing to an environmental problem and one example of corporations or governments alleviating an environmental problem.

Begin Writing Final Paper which is due at 8 AM on March 31 and to be posted under Assignments.

The last day to withdraw without academic penalty and no tuition refund is March 21.

Class 12  Discussion on Resisting Globalization
Mar. 24 Write: Complete Final Paper which is due 8 AM on March 31 and to be posted under Assignments.
Discussion Board 10, Resisting Globalization: Name and explain two theories which explain resistance to economic globalization? Do you agree or disagree with either? Be sure to support your response.

| Class 13 | Due at 8 AM: Final Paper and to be posted under Assignments. |
| Class 14 | Interdisciplinary Social Sciences and Globalization: Reflections |
| Apr. 7   | Write: Reflection Essay due 8 AM on April 14 |
|          | Do: Begin Responding to Classmates’ Presentations |
|          | Due: Presentation posted to Discussions. |

| Class 15 | Interdisciplinary Social Sciences and Globalization: Reflections |
| Apr. 14  | Do: Respond to Classmates’ Presentations due 8AM on April 21. |
|          | Due: Reflection Essay posted under Assignments. |

Class 16  | Course Wrap-Up |
| Apr. 21  | Due at 8 AM: Responses to Classmates’ Presentations |
|          | This course will not be available on Canvas after this time. |