

**SOAN 262: Global Interdependence
St. Olaf College
Spring Semester 2009**



What does globalization mean? It is really happening? How do we know it is happening?

*How much affect and what type of effect do international actors and institutions (the UN, WB, ILO, etc.) have?
Where and how does the local fit in? What is people centered development?*

*What are the implications of labeling countries in certain ways? How do countries “develop”? What is the role
of the US and other dominant Western countries in human rights? How have other countries responded to this
discourse?*

Scheduled Course Time

T 1145-0110PM

Th 1245-0205PM

Course Location

RNS 190

Instructor Information

Name: Dr. Trina Smith

Email: smithtr@stolaf.edu

Office Phone: x3755

Cell Phone: 612-210-5345 (if you can't catch me in my office, please feel free to call me on my cell phone!)

Office Location: 401D Holland Hal

Office Hours: Tuesdays 1:15-3:15 and by appointment

Course website: moodle.stolaf.edu

Course Information

Required Texts:

- 1) Title: Globalization: Key Concepts
Author: Waters, Malcom
Publisher: Routledge
Edition: 2
- 2) Title: Female Genital Cutting: Conflict in the Global Community
Author: Boyle, Elizabeth Heger
Publisher: Johns Hopkins Press
Edition 1
- 3) Readings on Moodle

Course Description: Approaching the world as a "global village," the course will focus on the development of the world as an interdependent entity, the relationship between the "developed" and "developing" world, alternative explanations for planned social change, and new institutions for this international world. Global challenges such as the information revolution, population, the status of women, and migration are analyzed to illustrate this interdependence. (From Course Catalog)

Thus, in this course we will explore these questions utilizing empirical and theoretical social science works on globalization (mentioned above & the questions posed at the beginning of the syllabus). We will assess the key debates in globalization, the evolution of different globalization theories, and current theories. We will examine historical and contemporary issues important to the field of globalization such as human rights, structural adjustment policies, gender & other statuses, and the local-global link to name a few. In addition, since we are living in Minnesota, we will focus time on contemporary migrant groups (East African, Latino, Hmong) to assess these debates.

Course Expectations and Policies

Class Room Discussions:

I would love to hear everyone speak in this classroom. I value the diversity of ideas. However, I realize that not all people like to talk in class and some people like to talk a lot. As an instructor, part of my job is to manage the classroom. If you talk a lot and someone else who doesn't want to speak, they will probably get called on. I may call on you if you don't talk. If you really don't want to speak, you have the right to say pass, but the more diverse ideas we hear in the class, the more we will learn.

Technology:

1. If your email has not been answered in 24 hours, please send another email reminding me or call me in my office or on my cell phone. Technology is not perfect!
2. Moodle will be used to post the syllabus, course assignments, readings, and other things.

3. I will alert you to changes in the class via email, moodle, and in-class (if possible).

Attendance: Attendance is a vital part of doing well in this course. Though I do not take attendance in lecture, your attendance will be measured through course assignments, discussions, and other course work.

Readings: You are expected to have the readings done before you come to class. If you have not done the readings you will miss out on a valuable opportunity to learn and participate.

Participation: This means paying attention during class, working with your group, and contributing to group and class discussions.

Plagiarism & Academic Dishonesty: These will not be tolerated in this course and are serious offenses that can result in severe consequences such as failing an assignment or the course. Please see the policies and procedures of the college (<http://www.stolaf.edu/stulife/thebook/academic/plagiarism.html>).

Late Work: Late papers and other course work will ONLY be accepted with legitimate and documented excuse(s).

Student Resources

Disability Services: Any student with a documented cognitive, physical or social/emotional disability needing academic accommodations is expected to speak with me during the first two weeks of class. All discussions will remain confidential. Students with a disability who do not have an accommodation letter to present to me must also contact Ruth Bolstad (bolstadr@stolaf.edu) or Connie Ford (ford@stolaf.edu) in Student Disability Services in the Academic Support Center (x3288) located in the Modular Village.

Academic Support Center: Ext. 3288

IT Help Desk: Ext. 3830

Grading and Assignments

Grades:

This class is based on a point system, which means you can easily keep track of your grade throughout the semester.

Grading Components:

Global Cultural Comparison Paper= 100 points

Field Notes = 10 points

Reflection Paper= 30points

Class Discussion Leader = 25 points

Discussion Questions = 20 points

Video Journal= 15 points

Total Points: 200 points

Grading Scale:

185-200 points	A	93-100%
179-184 points	A-	90-92%
171-178 points	B+	86-89%
165-170 points	B	83-85%
159-164 points	B-	80-82%
151-158 points	C+	76-79%
145-150 points	C	73-75%
139-144 points	C-	70-72%
131-138 points	D+	66-69%
125-130 points	D	63-65%
119-124 points	D-	60-62%
118 points & below	F	59% and below

I do not grade on a curve.. Thus, every student has the possibility of getting an A, if they perform at an A level.

If you fall in between the point ranges, your grade will be rounded. For example, if you have a 248.5 at the end of the semester, your grade would be rounded to 249. If you would have a 248.25, your grade would be rounded to a 248.

Incompletes: All coursework must be completed during the semester of enrollment. Incompletes will be allowed only in cases of severe, documented circumstances such as serious illness or death in the immediate family (see Dean of Students).

Assignments

Video Journal, 15 points

Over the course of the semester, we will watch videos. Some will be scheduled, while others will occur on days I need to be gone. Thus, you are to write critical reactions to the videos we watch over the course of the semester. You should organize these reaction as part of one journal file that you will turn in at the end of the semester (see syllabus for due date). Label each video and reaction clearly in this file. You will be graded on your critical thinking, insight, use of course concepts/materials, and the clarity of you writing.

Media Supplements, 20 points

Over the course of the semester, you have four media supplements due (and you cannot do this on the day you are leading the class). These should include a copy of an article from a newspaper, blog, organization, or even possibly a short video clip from the internet (in which case you must include the URL). Your media analysis should include a brief summary of the piece and an analysis of the piece relating to our course concepts and readings. Be prepared

to present this to the class and if possible, you should try to include ideas for discussion in your write up. You need to do two before Spring Break and two after wards.

Weekly Discussion Questions (2points *10 postings=20 points):

One time each week, beginning with the 2nd week of class for 10 weeks (so hence you have a free week), you need to post at least one discussion question based on the course readings to moodle. In addition, at the end of the semester you need to turn in a journal of these questions (i.e. one document with each question, showing the date you posted it). This journal is due on Thursday May 7th.

Lead Class Discussion, 25 points

You will be paired up with another person (or two) during the first week of class. Based on your interests, you will pick/be assigned to lead a portion of class for one day during the term. You and your partner(s) will be required to present a brief summary of the assigned readings. In addition, you and your partner(s) will need to also to bring in supplemental things for your discussion. This can include additional short readings (i.e. a newspaper article), short videos or other visuals. But keep in mind that you must have visual aids to your presentation. You should also have discussion questions ready for the class (your own & ones posted by others on Moodle) and be able to lead a discussion for your presentation. You should also include why you are interested in the topic for the day. Handouts are a nice addition. You will be graded on the work you put into your presentation and the presentation itself. You need to hand in to me your summary of the readings, listing of any visual aids you use, and discussion questions.

Reflection Paper, 30 points

You will answer the following questions in narrative form. The rationale behind these questions is to have you think about the course materials in relation to your own lives and future plans and goals. The questions are:

What is your/our position in a globally stratified world?

- a) What is your location (geographically, culturally, and financially) in a global world?
- b) How are the different ways human rights can be constructed?
- c) What is the importance of assessing the grassroots in globalization discussions?
- b) How do you take this knowledge forward in working with diverse cultures in the US

and/or in studying abroad?

You should cite course materials and will be graded on your assessment of course materials and ideas, insight, depth at answering the questions, and grammar/writing.

Field Notes, 10 points

These will be used as basis for your comparison paper. See the details below about your final paper in terms of what you need to do. We will go over taking field notes during class. However, for now, I recommend you take jottings while you are visiting your sites. Then when you get home, I highly suggest you type your field notes as you will need to turn in a copy to me before your final paper is due and thus, will still need a copy to work on your final paper. Furthermore, typing them makes them easier to read and helps to ensure you will have

an electronic copy. You will be graded on how in-depth your field notes are per our class discussion and lecture on doing field notes in these sites.

Global Culture Comparison Paper, 100 points

I will hand out more detailed directions about the comparison paper during the first few weeks of class. However, for now, you need to know that you will be visiting two places in Minneapolis (near each other) to make a comparison. You will observe (i.e. be an ethnographer) in these two places. The first place is Mercado Central on Bloomington Ave S. and East Lake St. in Minneapolis. The second site is the Midtown Global Market at the intersection of Chicago Ave S and East Lake St. in Minneapolis. You will be expected to spend around an hour in each place and thus I suggest trying to go during lunch or dinner time to ensure people are there. You will compare these sites in terms of who is there, who the businesses are catering to, how you feel visiting there, and so on in assessing the idea of global culture. We will discuss this more in class. You will need to cite course materials for this paper.

Course Schedule

***Instructor reserves the right to make changes. Changes will be announced in class both verbally and in written form in addition to electronic forms of communication.*

W1	Date : 2/10/09
	Topic: Introductions
	Readings Due: None
	Date: 2/12/09
	Topic: What are experiences with globalization? Defining Globalization
	Readings Due: Guillén, Mauro F. 2001. "Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature." <i>Annual Review of Sociology</i> 27:235- 60

W2	Date : 2/17/09
	Topic: Traditional Theories Globalization, Culture & Definitions
	<p>Readings Due:</p> <p>a) Waters Ch. 1</p> <p>b) Inglehart, Ronald, and Wayne E. Baker. 2000. "Modernization, Cultural Change, and the Persistence of Traditional Values." <i>American Sociological Review</i> 65: 19-51</p>
	Date: 2/19/09
	Topic: Traditional Theories of Globalization: Economic Focus
	<p>Readings Due:</p> <p>a) Waters Ch. 2 & 3</p> <p>b) Wallerstein, Immanuel. 1974. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." <i>Comparative Studies in Society and History</i> 16: 387-415.</p>

W3	Date : 2/24/09
	Topic: Traditional Theories of Globalization: Political Focus
	<p>Readings Due:</p> <p>a) Chase-Dunn, Christopher & Peter Grimes. 1995. "World Systems Analysis." <i>Annual Review of Sociology</i>. 21:387-417.</p> <p>b) Waters Ch 4 & 5</p>
	Date: 2/26/09
	Topic: Neo-Insitutionalism
	<p>Readings Due:</p> <p>a) Jepperson, Ronald L. 2001."The Development and Application of Sociological Neoinstitutionalism". <i>EUI Working Paper RSC No. 2001/5</i>. European University Institute.</p> <p>b) Meyer, Jon W., John Boli, George Thomas, and Francisco O. Ramire. 1997. "World Society and the Nation-State." <i>American Journal of Sociology</i> 103: 144-181.</p>

W4	Date : 3/3/09
	Topic: Feminist Theories of Globalization
	Readings Due: a) Bergerson, Suzanne. 2001. "Political Economy Discourses of Globalization and Feminist Politics" <i>Signs</i> . 26:983-1006. b) Freeman, Carla, 2001. "Is Local: Global as Feminine: Masculine: Rethinking the Gender of Globalization?" <i>Signs</i> . 26:1007-1037. c) Nagar, Richa, Victoria Lawson, & Linda McDowell. 2002."Locating Globalization: Feminist (Re)readings of the Subjects and Spaces of Globalization." <i>Economic Geography</i> . 78: 257-84.
	Date: 3/5/09
	Topic: Comparing the Ideas Thus Far, Video Day
	Readings Due: None

W5	Date : 3/10/09
	Topic: Global Actors: NGOs/INGOs
	Readings Due: a) Boli, John, Thomas A. Loya and Teresa Loftin. 1999. "National Participation in World-Polity Organization." Pp. 50-77 in <i>Constructing World Culture: International Nongovernmental Organizations Since 1875</i> , edited by John Boli and George M. Thomas. Stanford, CA: Stanford University Press. b) Boli, John Tomas & George M. Thomas. 1999. "INGOs and the Organization of World Culture." in eds. John Boli & George M. Thomas. <i>Constructing World Culture: International Nongovernmental Organizations Since 1875</i> . Stanford, CA: Stanford University Press. pp. 13-49.
	Date: 3/12/09
	Topic: Global Actors: NGOs
	Readings Due: a) Silliman, Jael. 1999. "Expanding Civil Society: Shrinking Political Spaces—The Case of Women's Nongovernmental Organizations," <i>Social Politics</i> 6:23-53. b) Stryker, Robin. 1998. "Globalization and the Welfare State". <i>International Journal of Sociology and Social Policy</i> . 18: 1-49./

W6	Date : 3/17/09
	Topic: Global Actors & Women's Issues
	<p>Readings Due:</p> <p>a) Paxton, Pamela, Melanie Hughes and Jennifer Green. 2006. "International Women's Movement and Women's Political Representation, 1893-2003." <i>American Sociological Review</i>. 71: 898-920.</p> <p>b) Skyles, Jacqueline. 2005. "SWS at "Beijing+10". <i>Network News</i>. Sociologists for Women in Society Newsletter, Volume XXII: No 1, p.8.</p> <p>c) Tinker, Irene . 1999. "Nongovernmental Organizations: An Alternative Power Base for Women?" In eds. Mary K. Meyer & Elisabeth Prugl. <i>Gender Politics in the Global Governance</i>. Boulder: Rowman & Littlefield. pp. 88-104.</p>

	Date: 3/19/09
	Topic: Critically Assessing Approaches to human rights issues
	<p>Readings Due:</p> <p>a) Freedman, Lynn P. & Stephen L. Issacs. 1993. "Human Rights and Reproductive Choice." <i>Studies in Family Planning</i>. 24:18-30.</p> <p>b) Winkler, Edwin A. 2002. "Chinese Reproductive Policy at the Turn of the Millennium: Dynamic Stability." <i>Population and Development Review</i> 28: 379-418.</p>
Work Due: 2 Media Supplements	

W7	Date : 3/17/09: <i>Spring Break</i>
	Date: 3/19/09 <i>Spring Break</i>

W8	Date : 3/31/09
	Topic: Children's Rights
	<p>Readings Due:</p> <p>a) Boyle, Elizabeth Heger, Trina Smith, & Katja Guenther. 2007. "Power and Autonomy in the History of Children's Rights." Eds. Sudhir Venkatesh and Ron Kassimir. <i>Youth, Globalization, and the Law</i>.</p> <p>B)Gurdy, John A. 2007. "The law, institutions, and the struggle for social change: Brazil's estatuto da crianca e adolescente." In eds. Sudhir Alladi Venkatesh and Ronald Kassimir. <i>Youth, Globalization, and the Law</i>. Stanford: Stanford University Press.</p>
Date: 4/2/09	
	Topic: Children's Rights
	Readings Due: None

W9	Date : 4/7/09
	Topic: Grassroots, Local & Human Rights
	<p>Readings Due:</p> <p>a) Matua, Makau. 2001. "Savages, Victims, Saviors: The Metaphor of Human Rights," <i>Harvard International Law Journal</i>. 42:201-245.</p> <p>b) Merry, Sally Engle. 2003. "Constructing a Global Law-Violence against Women and the Human Rights System". <i>Law and Social Inquiry</i>. 28: 941-977.</p>
Date: 4/9/09	
	Topic: Grassroots, Local, and Human Rights: International Feminisms
	<p>Readings Due:</p> <p>a) Rupp, Leila. 1998. "Feminisms and Internationalism: A View from the Centre." <i>Gender And History</i>. 10:535-538.</p> <p>b) Basu, Amrita. 1995. "Introduction." In ed. Amrita Basu. <i>The Challenge of Local Feminisms: Women's Movements in Global Perspective</i>. Boulder: Westview Press. pp. 1-21.</p> <p>c) Desai , Manisha. 2007."The Messy Relationship Between Feminisms And Globalizations." <i>Gender and Society</i>. 21: 797-803.</p>

W10	Date : 4/14/09
	Topic: Specific Cases of Local-Global HR
	<p>Readings Due:</p> <p>a) Kemp, Amanda; Nozizwe Madlala; Ashley Moodley & Elaine Salo. 1995. "The Dawn Of a New Day: Redefining South African Feminism." In ed. Amrita Basu. <i>The Challenge of Local Feminisms: Women's Movements in Global Perspective</i>. Boulder: Westview Press. pp. 131-162.</p> <p>b) Kaler, Amy.. 2001 "It's Some Kind of Women's Empowerment': the Ambiguity of the Female Condom as a Marker of Female Empowerment." <i>Social Science and Medicine</i>. 52:783-96.</p> <p>c) Bahar, Saba. 1996. "Human Rights are Women's Rights: Amnesty International and the Family," <i>Hypatia</i> 11: 105-134.</p>
	Date: 4/16/09
	Topic: Conceptions of Power
	<p>Readings Due:</p> <p>a) Abu-Lughod, Lila, 1990, "The romance of resistance," <i>American Ethnologist</i>.17:41-55.</p> <p>b) Riles, Annelise. 2006. "Anthropology, Human Rights, and Legal Knowledge: Culture in the Iron Cage." <i>American Anthropologist</i>. 108: 52-65</p>

W11	Date : 4/21/09
	Topic: FGC
	Readings Due: Boyle begin
	Date: 4/23/09
	Topic: FGC
	Readings Due: Boyle Finish

W12	Date : 4/28/09
	Topic: Questioning Diversity, Boundaries, & Assimilation
	<p>Readings Due:</p> <p>a) Bell, Joyce and Doug Hartmann. 2007. "Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of 'Happy Talk'." <i>American Sociological Review</i> 72:895-914.</p> <p>b) Douglas Hartmann, Penny Edgell and Joseph Gerteis. 2006."Atheists as 'Other': Moral Boundaries and Cultural Membership in America,". <i>American Sociological Review</i>, 71(2): 211-234</p> <p>c) Keaton, Trica. "Arrogant Assimilationism: National Identity Politics and African Origin, Muslim Girls in the Other France": <i>Anthropology and Education Quarterly</i>, 36/4 405-423, 2005.</p>
	Date: 4/30/09
	Topic: A New Model for Getting Along
	<p>Readings Due:</p> <p>a) Waters Ch 6 & 7</p> <p>b) Hartmann, Douglas and Joseph Gerteis. 2005"Dealing with Diversity: Mapping Multiculturalism in Sociological Terms,". <i>Sociological Theory</i>, 23(2): 218-240.</p>
	Work Due: Field Notes

W13	Date : 5/5/09
	Topic: Immigrants to the Midwest
	Readings Due:
	<p>a) Boyle, Elizabeth Heger and Fortunata Ghata Songora. 2004. "Formal Legality and East African Immigrant Perceptions of the 'War on Terror,'" <i>Law & Inequality</i>, 22: 301-336</p> <p>b) Fennelly, Katherine and Nicole Palasz (2003). "English Language Proficiency of Immigrants and Refugees in the Twin Cities Metropolitan Area, <i>International Migration</i>, 41(5): 93- 125.</p> <p>c) Fennelly, Katherine (2006) "Listening to the Experts: Provider Recommendations on the Health Needs of Immigrants and Refugees" <i>Journal of Cultural Diversity</i> 13(4):190-201, winter.</p> <p>d) Westermeyer, Joseph, John Neider and Tou F. Vang. 1984. "Acculturation and Mental Health: A Study of Hmong Refugees at 1.5 and 3.5 Years Postmigration." <i>Social Science and Medicine</i> 18(1):87-93</p>
Date: 5/7/09	
Topic: Midwest Issues	
Readings Due:	
<p>a) Culver, Leigh. 2004. "The Impact of New Immigration Patterns on the Provision of Police Services in Midwestern Communities." <i>Journal of Criminal Justice</i> 32(4):329-</p> <p>b) Baker, Phyllis L. 2004. "'It Is the Only Way I Can Survive': Gender Paradox among Recent Mexican Immigrants to Iowa." <i>Sociological Perspectives</i> 47(4):393-408</p> <p>c) Kandel, William and Emilio A. Parrado. 2005. "Restructuring of the US Meat Processing Industry and New Hispanic Migrant Destinations." <i>Population and Development Review</i> 31(3):447-471.</p>	
Work Due: Video Journals, 2 Media Supplements	

W14	Date : 5/12/09 (Last Day of Class)
	Topic: Review and Wrap Up & Present Global Comparison Papers
	Readings Due: Waters Ch 8
	Work Due: Global Comparison Paper
	Date: 5/14/09
	READING DAY

Final Exam Week	Reflection Papers Due Saturday May 19 th by 11am. (I will give you directions on how to turn in... I would like, if you could, for you to turn them in early)
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