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SOC 715: SEMINAR IN CURRENT ISSUES IN SOCIOLOGY SPRING 2017: GLOBALIZATION

Course Description

The primary objective of this course is to acquaint graduate students with major perspectives (and leading theorists) on globalization that have risen to prominence during the last three decades. But rather than approaching globalization as an abstract process, we will seek to understand the many links between theory and practice in our globalizing world. After all, ideas always come in history wrapped up in concrete material social practices.

Covering the major social dimensions of globalization (economic, cultural, political), this course also discusses ideologies and social movements in the global age. In addition, we will explore a number of crucial global issues and concrete social problems linked to contemporary globalization dynamics. Critical of the antiquated disciplinary framework of the social sciences inherited from late 19th-century Europe, this seminar is designed to foster the kind of *transdisciplinary* thinking that is required to make sense of the complexity of the global network society. Indeed, this course is especially designed to connect critical political reflection to other social science and humanities disciplines as well as across subfields within sociology.

Student Learning Outcomes (SLOs)

The SLOs for this course are closely aligned with the Sociology Department's posted MA Program and PhD Program student learning outcomes (SSLOs). These can be found here: <http://www.sociology.hawaii.edu/documents/uhm-soc-ma-phd-slo.pdf>

The five major student-learning outcomes of this course are:

- *To understand the main dimensions, dynamics, and issues of main dimensions, dynamics, and issues of globalization and their historical evolution in modernity (MA SSLOs 1,2,5; PHD SSLOs 1,2,4;)*
- *To gain the ability of contrasting and comparing key concepts, themes, and debates in the globalization literature (MA SSLOs 1,2; PhD SSLOs 1,2,6);*
- *To acquire the knowledge and skill to analyze a broad spectrum of contemporary objective and subjective globalization dynamics and with a critical eye toward the*

- workings of asymmetrical power relations in contemporary societies (MA SSLOs 1,2; PhD SSLOs 1,2)*
- *To appreciate the role of both ideational and material forces in complex globalization processes (especially economics and culture) in modern societies (MA SSLOs 1,2; PhD SSLOs 1,2)*
 - *To produce written and oral work that reflects a critical understanding of various dimensions and perspectives of globalization in contemporary network societies (MA SSLOs 1,2,5,6; PhD SSLOs 1,2,4,7).*

Course Readings (required)

The following three paperback books are available for purchase in the U.H. bookstore:

- 1) Manuel Castells, *Networks of Outrage and Hope: Social Movements in the Internet Age*. Polity 2015. ISBN: 978-0745695761.
- 2) Robert J. Foster, *Coca-Globalization: Following Soft Drinks from New York to New Guinea*. Palgrave, 2008. ISBN: 978-0230603868.
- 3) Jan Nederveen Pieterse, *Globalization and Culture*, 3rd. ed. Rowman & Littlefield, 2015. ISBN: 978-1442222557.

Additional Required Readings are in the form of journal articles and book chapters in pdf form. All of these readings are available free of charge and must be downloaded by you (see COURSE SCHEDULE). *Please note:* Each student is required to identify 5-10 additional sources pertaining to your research topic/theme on globalization (conduct online search).

Course Structure and Requirements

Let me encourage you to maintain an exploratory mind and create your own active learning environment—not solely interacting with me, but with each other as well. I EXPECT REGULAR STUDENT ATTENDANCE AND PARTICIPATION. Students must be willing to engage in class discussions. I will facilitate student discussions by creating a safe context that allows you to speak up freely. But I do not accept the equation of subjective experience or unreflective “common sense” with “truth.” Be prepared to engage with the questions raised in this seminar, regardless of students’ own preferences. Most of all, I am interested in preparing students for independent research which requires a tolerant, reflective mind, best summarized by Immanuel Kant’s dictum, *Sapere aude*—“Have the courage to use your *own* understanding!”

The course readings and assignments have been carefully selected to generate broad in-class discussions and insightful oral presentations. Except for weeks 1-5 & 10, each class meeting will follow the same basic structure:

- 1) One or two student engages as “discussant” of ONE of the assigned readings (which one is to be coordinated with the instructor). They expected to focus on and analyze concrete arguments in the reading and also raise questions for discussion and lead class discussion (50 min total).
- 2) Instructor’s response to discussant and class discussion (10 min)
- 3) Short break (10 min)
- 4) Instructor’s lecture on assigned readings of the week plus class discussion (80 min)

Students are required to select a topic of their choice (in consultation with me) for a **25-page research paper that relates the materials of this seminar to a topic of the student’s interest. An abstract/outline of the paper (1 page) plus a research bibliography (10-15 entries), will be due Week 15 (April 17). At students’ request, I will provide feedback on ONE draft of the term paper between April 17 and May 5 (face-to-face consultation in my office only—no email drafts!). In addition, in our last class on May 1, all students are required to give a short presentation on their paper topic and their selection of texts.**

In your research paper, you must raise a clear research question and then engage your selected texts and topics with as much sophistication as possible. You should indicate how your textual analysis relates to your chosen topic and how it reveals something of political significance about the larger theme/context from which it is taken. Thus you should engage in a careful textual analysis of your themes and texts and cite appropriate, short textual passages (full footnotes or endnotes). *No book reports or summaries please!* You are expected to incorporate in your papers external research (books, journal articles, and reviews). I am happy to give you recommendations for additional secondary sources. If you wish such advice, please talk to me about it BEFORE you get to work on your paper. Your papers represent an exercise in political interpretation. A hardcopy of the research paper is due on **Monday, May 8 at noon, in my office (or department office). No late papers will be accepted.**

Finally, each student will be responsible for serving as a discussant of ONE of our weekly reading assignments (possibly with another student). You will be required to focus on concrete arguments in the reading and cite self-selected textual passages taken from the readings. You will prepare discussion questions and involve the entire class in discussion. You will be asked to sign up for a specific week at the latest by the third week of class. Assignments on particular topics/weeks will be made on first-come, first-serve basis. In addition to the assigned reading, your presentation may include additional supportive (brief) materials (for example, handouts, charts, and/or visual materials like Power Points, video clips, or other web-based materials).

Regular class attendance is required. Please inform the instructor *in advance* if you have to miss class for really important reasons!

A Note on Grading

You must complete all assigned written and oral work in order to pass the seminar. Any student found guilty of plagiarism will fail the seminar (see academic dishonest section below). Your in-class presentation will count for 15%, your participation/attendance for 10%, and your term paper for 75%. Thus, your seminar grade will reflect your presentation, participation, and the overall quality of your written work. Students who participate regularly during our class discussions will receive *extra credit*—meaning that if you find yourself between two grades at the end of the semester, you will receive the *higher grade*.

Please be advised that *overparticipation* and the monopolization of class discussion at the expense of your peers may hurt the quality of the course, especially if such actions tend to derail the thematic agenda. I reserve the right to cut off discussion at any point in order keep us on track and help *all* students to engage with the relevant materials. A significant element in academic study is the ability to learn to listen to other voices. For the purposes of this course, you should interpret the grades you receive in the following terms:

1) Discussant Presentations:

An “A” will only be given to presentations that are clearly superior in form as well as content. Typically, such presentations of self-selected textual passages are coherent, well organized, and adhere to the given time frame. “A” students show their critical and careful reading of the text(s) and generate genuine interest and excitement for their topic. They lead discussions effortlessly, distribute speaking time fairly, and stay focused on their theme.

2) Research Paper:

Much of the above pertains to term papers as well. In addition to treating the subject in a sophisticated and creative manner, “A” papers exhibit elegant and clear prose. Such papers draw connections between non-obvious points; they are well organized and furnish adequate citations of primary and secondary sources without losing their own unique and distinct voice. An “A” paper in a graduate seminar should add a new wrinkle to the existing body of texts/literature. If this grade is to mean something, just doing a “good job” will result in a “B.” To get an “A,” you must demonstrate your ability to go *beyond* the expected.

Office Hours

Monday, 9:30-11:30; and by appointment.

Students are encouraged to see me during office hours on a regular basis. Please clarify any difficult readings and/or other problems as soon as they arise. Don’t wait until the last few weeks of the semester.

COURSE SCHEDULE

WEEK 1 (Jan 9): Introduction to the Course

Readings for week 3: 1) Steger, *Globalisms*, Chapter 2 (posted on Laulima); 2) Pieterse, *Globalization & Culture*, Chapter 1; 3) Roland Robertson, "The Conceptual Promise of Glocalization," *Art-e-Fact* (2004):
http://artefact.mi2.hr/_a04/lang_en/theory_robertson_en.htm;

WEEK 2 (Jan 16): NO CLASS: MARTIN LUTHER KING HOLIDAY

WEEK 3 (Jan 23): Globalization: Basic Concepts; Major Dimensions & Debates

Readings for week 4: 1) Pieterse, *Globalization & Culture*, Chapter 2; 2) Jan Pieterse, "Periodizing Globalization," *New Global Studies* 6.2 (2012):
<http://nebula.wsimg.com/e787c68bdcc9cc49870ce038127fce3c?AccessKeyId=FF8C6D6A9193E63EE295&disposition=0&alloworigin=1>; 3) Bruce Mazlish, "The New Global History,"
<http://web.mit.edu/newglobalhistory/docs/mazlich-the-new-global-history.pdf>

WEEK 4 (Jan 30): Globalization: History & Periodization

Readings for week 5: 1) Anthony Giddens, *The Consequences of Modernity* (Chapter II, pp. 55-78; posted on Laulima); 2) Martin Albrow, "Globalization: Theorizing the Transition," Chapter 4 in *The Global Age* (pp. 75-96; posted on Laulima); 3) Nicole Oke, "Globalizing Time and Space: Temporal and Spatial Considerations in Discourses of Globalization," *International Political Economy* 3 (2009), pp. 310-26 (posted on Laulima).

WEEK 5 (Feb 6): Globalization, Modernity, and Space & Time: Continuity or Rupture?

Readings for week 6: 1) William I. Robinson, "Globalization as Epochal Change in World Capitalism," in *A Theory of Global Capitalism* (Johns Hopkins Press, 2004, pp. 1-32; posted on Laulima); 2) Deane Neubauer, "The Rise of the Global Corporation," in Steger, Battersby, and Siracusa, *The Sage Handbook of Globalization* (Sage, 2013) pp. 266-282; posted on Laulima); 3) Saskia Sassen, "Globalization or Denationalization?," *Review of International Political Economy* 10.1 (2003), pp. 1-22:
<http://www.saskiasassen.com/PDFs/publications/Globalization-or-Denationalization.pdf>

WEEK 6 (Feb 13): States & Global Economy: Global Capitalism, Nation-States, and TNCs

Student Presentations #1

Readings for week 8: 1) David Harvey, "Globalization and the 'Spatial Fix,'" *Geographische Revue* 2 (2001): file:///Users/manfred/Downloads/gr2_01_Ess02%20(1).pdf; 2) Manuel Castells, "Materials for an Exploratory Theory of the Network Society," *British Journal of Sociology* 51.1 (2000), pp. 5-24: <http://faculty.georgetown.edu/irvinem/theory/Castells-NetworkSociety.pdf> 3) Manuel Castells, "A Network Theory of Power," *International Journal of Communications* 5 (2011), pp. 773-787: http://postjournalist.ru/wp-content/uploads/2012/01/castels_2.pdf

WEEK 7 (Feb 20): NO CLASS: PRESIDENTS' DAY HOLIDAY

WEEK 8: (Feb 27): States & Global Economy: Glocal Space & Transnational Networks

Student Presentations #2

Readings for week 9: 1) Ramesh Thakur and Thomas G. Weiss, "Framing Global Governance, Five Gaps," in Manfred B. Steger, *The Global Studies Reader* (Oxford UP, 2015, pp. 27-40; posted on Laulima); 2) Manuel Castells, "The New Public Sphere: Global Civil Society, Communication, Networks, and Global Governance," *The Annals of the American Academy of Political Science* 161.1 (2008), pp. 78-93 (available on Laulima); 3) Saskia Sassen, "The Global City: Introducing a Concept": <http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf> 4) Mike Davis, "The Urban Climacteric," in Manfred B. Steger, *The Global Studies Reader* (Oxford UP, 2015, pp. 239-48; posted on Laulima).

WEEK 9 (Mar 6): States & Global Economy: Global Governance and the Rise of the Global City

Student Presentations #3

Readings for week 10: 1) Manfred B. Steger, "Political Ideologies in the Age of Globalization," (posted on Laulima); 2) Manfred Steger and Paul James, "Levels of Subjective Globalization: Ideologies, Imaginaries, Ontologies," (posted on Laulima)

WEEK 10 (Mar 13): Subjective Globalization: Global Ideologies & Global Imaginaries

Readings for week 11: 1) Castells, *Networks of Outrage and Hope* (all); 2) Manfred B. Steger and Erin Wilson, "Anti-Globalization or Alter-Globalization: Mapping the Ideology of the Global Justice Movement," *International Studies Quarterly* 56 (2012), pp. 439-454 (posted on Laulima).

WEEK 11 (Mar 20): Global Social Justice Movements

Student Presentations #4

Readings for week 13: 1) Pieterse, *Globalization & Culture*, Chapters 3-5 & 8);

WEEK 12 (Mar 27): NO CLASS: SPRING RECESS

WEEK 13 (Apr 3): Global Cultures & Identities: Homogenization, Diversification, Hybridity

Student Presentations #5

Readings for week 14: 1) Saskia Sassen, 'The Repositioning of Citizenship and Alienage: Emergent Subjects and Spaces for Politics,' *Globalizations* 2.1 (2005), pp. 79-94; 2) Hans Schattle, "The Dual Dynamic between Globalization and Citizenship," in *Globalization and Citizenship*, Chapter 1; posted on Laulima); 3) Toby Carroll and Darryl Jarvis, "The New Politics of Development: Citizens, Civil Society, and the Evolution of Neoliberal Development Policy," *Globalizations* 12.3 (2015), pp. 281-304; 4) Luis Cabrera, "Mobile Global Citizens," Manfred B. Steger, *The Global Studies Reader* (Oxford UP, 2015, pp. 261-75; posted on Laulima);

WEEK 14 (Apr 10): Global Cultures & Identities: Migration, Development, and Global Citizenship

Student Presentations #6

Readings for week 15: 1) Martin Hart-Landsberg, 'From the Claw to the Lion: A Critical Look at Capitalist Globalization', *Critical Asian Studies* 47.1 (2015), pp. 1-23; 2) Pieterse, *Globalization & Culture*, Chapters 6 & 7; 3) Ingyu Oh, "The Globalization of K-pop: Korea's Place in the Global Music Industry," *Korea Observer* 44. 3 (Autumn 2013), pp. 389-409:
file:///Users/manfred/Downloads/The%20Globalization%20of%20K-Pop.pdf

WEEK 15 (Apr 17): Globalization in the Asia-Pacific Region: East Asia

Student Presentations #7

Readings for week 16: 1) Robert J. Foster, *Coca-Globalization: Following Soft Drinks from New York to New Guinea* (all); 2) Clem Tisdell, "Globalization, Development and Poverty in the Pacific Islands," *International Journal of Social Economics* 29, 11/12 (2002), pp. 902-922 (posted on Laulima).

1-page abstract and bibliography for research paper due.

WEEK 16 (Apr 24): Globalization in the Asia-Pacific Region: Pacific Islands
Student Presentation #8
Readings for week 17: None.

WEEK 17 (May 1): Research Presentations in Class; Globalization: Future Trajectories

Research Paper due: Mon, May 8, at noon. No late papers will be accepted.