Course Description
The primary objective of this course is to introduce graduate students to major academic perspectives on globalization that have risen to prominence during the last three decades. The course will provide you with a general overview of the growing globalization literature as well as acquainting you with the perspectives of some of the most influential scholars on the subject. Some exemplary studies in the social sciences and humanities have been chosen to expose students to a range of themes and theoretical approaches. But rather than discussing globalization as an abstract process, we will seek to understand the many links between theories of globalization and concrete social practices in contemporary contexts.

Covering some major social dimensions of globalization (such as culture, space, history, governance, capitalism), this course also discusses political ideologies and social movements in the global age. 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)


Other required readings for this seminar are in the form of journal articles and book chapters in pdf form. All of these readings are available free of charge and are available on Laulima or for self-download (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. During student presentation weeks, class meetings will follow this basic structure:

1) One student engages as discussion leaders of one or two of the assigned readings (see course schedule). S/he is expected to select and analyze major arguments in the reading(s) (30 min) and also raise critical questions for discussion and lead class discussion (20-30 min; 50-60 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 (70-80 min)
Students are required to select a topic of their choice (in consultation with me) for a 20-page research paper (Font 12; not counting the cover page and bibliography at the end of the 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 preliminary research bibliography (10-15 entries), will be due Week 15 (April 18). At the student’s 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 2, all students are required to give a short presentation (10 min) 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 Thursday, May 9 at 10am, in my office (or department office). No late papers will be accepted unless there is a legitimate and documented reason.

Finally, each student will be responsible for serving as discussion leaders of ONE of our weekly reading assignments (possibly with another student). You will focus on concrete arguments in the reading and cite self-selected textual passages taken from the readings. You will prepare handouts that include summaries of the readings (in hardcopy or visual form such as PowerPoint presentations), critical comments and several discussion questions to help lead the seminar. Visual materials like Power Points, video clips, or other web-based materials are welcome.

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 discussion leader performance will count for 15% of the course grade; your participation/attendance for 10%; and your research 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, 9:30-11:00; 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 10): Introduction to the Course: Globalization: The Career of a Concept

Readings for week 1: None.

WEEK 2 (Jan 17): Globalization: Basic Concepts; Major Dimensions and Debates

Readings for week 2:

WEEK 3 (Jan 24): History of Globalization & the Modernity Debate

Readings for week 3:
2) Anthony Giddens, The Consequences of Modernity (Chapters 1 and 2).

WEEK 4 (Jan 31): Globalization and Capitalism

Readings for week 4:
Student Presentation #1 (on Neubauer article)

WEEK 5: (Feb 7): Globalization, Neoliberalism, and Global Economic Crisis

Readings for week 5:
3) Video: Money, Power, and Wall Street (PBS Frontline, Part I)
Homework: Watch Film: The Big Short
WEEK 6 (Feb 14): Globalization and Development in Asia-Pacific and the Global South  
**Student Presentation #2 (on Carroll & Jarvis article)**  
**Readings for week 8:**  

WEEK 7 (Feb 21): Globalization and Class: The Precariat and the Global Power Elite  
**Student Presentation #3 (on select themes from Phillips book)**  
**Readings for week 7:**  
2) Guy Standing, ‘The Precariat: The New Dangerous Class’  

WEEK 8 (Feb 28): NO CLASS: INSTRUCTOR AT CONFERENCE

WEEK 9 (Mar 7): Globalization, Space, Cities, and Social Networks  
**Student Presentation #4 (on Castells article)**  
**Readings for week 9:**  

WEEK 10 (Mar 14): Globalization, Governance, the Nation-State, and Communication  
**Readings for week 10:**  

WEEK 11 (Mar 21): NO CLASS: SPRING RECESS

WEEK 12 (Mar 28): Globalization, Citizenship, and Migration  
**Student Presentations #5 (on Peters chapter)**  
**Readings for week 12:**

**WEEK 13 (April 4): Globalization and Culture**

**Readings for week 13:**

**Student Presentation #6 (on Appadurai article)**


**WEEK 14 (April 11): Globalization, Ideologies, and Social Movements**

**Readings for week 14:**


**WEEK 15 (Apr 18): Globalization and Digital Globalization**

**Readings for week 15:**

**Student Presentation #7 (on Hudson article)**

1-page abstract and bibliography for research paper due.

**WEEK 16 (Apr 25): Globalization in Crisis? The Challenge of National-Populism**

*Readings for week 16:*


**WEEK 17 (May 2): Course Summary and Student Research Paper Presentations in Class (10 min summaries)**

Research Paper due: Thursday, May 9, at 10am. No late papers will be accepted unless there is a legitimate and documented reason.