Course Outline

COURSE: POLS 9  DIVISION: 10  ALSO LISTED AS: SOC 9

TERM EFFECTIVE: Spring 2018
Course is on Hold as of 3/27/2017

SHORT TITLE: GLOBAL SOCIAL CHANGE

LONG TITLE: Global Social Change

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>Lecture</td>
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<td>Lab</td>
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COURSE DESCRIPTION:

This course examines the social, economic and political forces that have led to a process known as "globalization." It explores how the global integration of societies, economies, and cultures fundamentally transforms human life with specific emphasis on: the global economy and economic development; transnational political organizations; culture and identity; the effect of globalization on social stratification, including gender/race/ethnic inequalities; transnational migration; environmental change; and transnational social movements. Also listed as SOC 9. PREREQUISITE: English 250 ADVISORY: English 1A

PREREQUISITES:
- Completion of ENGL 250, as UG, with a grade of C or better.
  OR
- Completion of ENGL 250P, as UG, with a grade of C or better.
  OR
- Score of 22 on CTEP Writing
  OR
- Score of 1450 on Accuplacer English Writing

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
- L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated
SCHEDULE TYPES:
   02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:
1. To examine how institutional forces shape a global society and reflect critically on the process of
global social change

   Measure: Quiz, Exam, Presentations
   PLO: 2,4
   ILO: 3,6,7
   GE-LO: D1, D2, F1

2. To examine the linkages between local and global processes and the ways in which various social
groups are affected by the global social change

   Measure: Quiz, Exam, Research Paper
   PLO: 1,2,4
   ILO: 2,3,6,7
   GE-LO: D1, D4, D5, F2

3. To evaluate theories and explanations of global social change and globalization

   Measure: Quiz, Exam, Writing Assignments, Research Paper
   PLO: 3,4
   ILO: 1,2,7
   GE-LO: A3, A4, A7, D1, D2, D3

4. To analyze global social problems, such as environmental degradation, clandestine migration,
gender inequality, global slums, etc. and to propose possible solutions

   Measure: Quiz, Exam, Writing Assignments
   PLO: 2,4
   ILO: 1,2,6
   GE-LO: A6, A7, D1, D4, D5, F1

5. To examine responses to global social changes through various social movements and forms of
resistance

   Measure: Quiz, Exam, Writing Assignments
   PLO: 1,2,4
   ILO: 3
   GE-LO: D2, D3, D4, D5

6. To analyze the role of information technology and communication flows in global social change and
to evaluate their impact on local and global cultures

   Measure: Quiz, Exam, Writing Assignments
   PLO: 2,4
   ILO: 3,7
   GE-LO: D4, D5, F1

CULTURAL DIVERSITY:
This course meets the cultural diversity requirement.
CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Course is on Hold: 03/27/2017

4 Hours
Content: Introduction to Social Change and Globalization
Student Performance Objectives (SPO): Students will define and critically evaluate “social change” and the development of modern and post-modern societies. Students will examine and understand the process of “globalization”
Out-of-Class Assignments: Students will complete readings from the text book; Quiz #1.

6 Hours
Content: Theorizing Global Change and Globalization
Student Performance Objectives (SPO): Students will define and compare theories of global social change such as Modernization Theory, Dependency Theory, World Systems Analysis, State-centered Theory, etc. Students will understand the debate between skeptics, hyperglobalizers, and transformationalists over whether globalization differs radically from anything in human history. Students will distinguish between definitions of post-modern societies, such as “post-industrial society,” “information society,” “service society,” and “knowledge society”
Out-of-Class Assignments: Students will complete readings from the text book; Writing assignment in which students find a newspaper article that deals with an issue of globalization and evaluate it using one of the theories presented.

6 Hours
Content: Global Political Institutions
Student Performance Objectives (SPO): Students will define global governance and examine its relationship to nation-state sovereignty. Students will define and compare international political institutions such as the International Monetary Fund, World Bank, and the World Trade Organization and critically evaluate their role in international trade, global markets, development, and the structural balance of power between and among states and institutions. Students will distinguish between “international governmental organizations,” “intergovernmental organizations” and “international non-governmental organizations,” and understand their role in addressing global issues.
Out-of-Class Assignments: Students will complete readings from the text book; Quiz #2; Using the case-study method students will give a report on one global political institution.

6 Hours
Content: The Global Economy
Student Performance Objectives (SPO): Students will understand the rise of the global capitalist system and examine its relationship to historical and contemporary processes of globally organized economic growth, such as colonization, decolonization, and post-developmentalism. Students will examine the growth of globally organized economic production, distribution and consumption and critically evaluate the role of the individual consumer in these global economic networks. Students will understand the development of the global division of labor and critically assess what it means to be a worker in a global labor market.
Out-of-Class Assignments: Students will complete readings from the text book; Students will write a research paper prospectus.

6 Hours
Content: Global Culture, Communication, and Information Flows
Student Performance Objectives (SPO): Students will examine the development of global mass media markets and evaluate the role of mass media and information technology on culture. Students will define concepts such as glocalization, Westernization, Americanization, cultural imperialism, etc. Students will compare and evaluate arguments that globalization creates cultural homogenization in relation to arguments that globalization creates cultural diversity.
Out-of-Class Assignments: Students will complete readings from the text book; Quiz #4.

4/11/2017 3
3 Hours
Content: Immigration and the Global Flow of People
Student Performance Objectives (SPO): Students will examine the differences and similarities between historical patterns of immigration and patterns of immigration during the era of globalization. Students will understand the rise of clandestine immigration and critically evaluate the role that economic, political, environmental, and cultural changes under globalization have on clandestine immigration.
Out-of-Class Assignments: Students will complete readings from the text book; Students will submit an annotated bibliography for the research paper.

3 Hours
Content: Global Change, Families, and Women
Student Performance Objectives (SPO): Students will describe and compare family forms in various countries and theorize how globalization has affected family forms. Students will describe and evaluate concepts such as the “global care chain,” “transnational families,” and “transnational motherhood.” Students will examine gender inequalities in the global economy and analyze the positive and negative impacts of globalization on gender inequality by examining cultural, social, and economic changes.
Out-of-Class Assignments: Students will complete readings from the text book; Take-home essay exam.

6 Hours
Content: Global Change and the Environment
Student Performance Objectives (SPO): Students will identify and analyze how the environment is affected by the process of globalization. Students will define the concept “global commons” and examine related issues such as population growth, natural resources use, and environmental sustainability. Students will examine the global food production and analyze its sustainability.
Out-of-Class Assignments: Reading from text book, writing assignment in which students keep a food consumption diary and look at one food commodity they consume on a regular basis.

6 Hours
Content: Globalization and the Growth of Global Social Problems
Student Performance Objectives (SPO): Students will define social problems and evaluate what makes a social problem “global.” Students will describe global social problems, such as poverty, hunger, illiteracy, political instability, extra-state violence, under-development, etc. and theorize their relationship to the process of globalization. Students will examine and evaluate various approaches to addressing global social problems and compare government-based and market-based approaches to addressing global social problems.
Out-of-Class Assignments: Students will complete readings from the text book; Quiz #5; Final draft of research paper.

6 Hours
Content: Transnational Social Movements/Resistance to Globalization
Student Performance Objectives (SPO): Students will define “new social movements” and analyze their impact on the process and effects of globalization. Students will describe and analyze collective social responses to globalization, such as fundamentalism, environmentalism, feminism, and cosmopolitan localism.
Out-of-Class Assignments: Students will complete readings from the text book; Take-home essay exam.

2 Hours
METHODS OF INSTRUCTION:
Lecture; small and large group discussion; presentations; field trip; video and internet.
METHODS OF EVALUATION:
CATEGORY 1 - The types of writing assignments required:
Percent range of total grade: 40 % to 60 %
Reading Reports
Essay Exams
Term or Other Papers
CATEGORY 2 - The problem-solving assignments required:
Percent range of total grade: 20 % to 30 %
Homework Problems
Quizzes
CATEGORY 3 - The types of skill demonstrations required:
Percent range of total grade: 10 % to 20 %
Field Work
Performance Exams
CATEGORY 4 - The types of objective examinations used in the course:
Percent range of total grade: 0 % to %
CATEGORY 5 - Any other methods of evaluation:
Presentations
Percent range of total grade: 10 % to 20 %

REPRESENTATIVE TEXTBOOKS:
Required:
Philip McMichael, Development and Social Change, Sage, 2011, or other appropriate college level text.
ISBN: 978-1-4129-9207-7
Reading level of text, Grade: 14 Verified by: Robin Kreider
Other textbooks or materials to be purchased by the student:

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
GAV D2, effective 201570
GAV F, effective 201570
CSU GE:
CSU D, effective 201570
CSU D0, effective 201470
CSU D8, effective 201470
IGETC:
IGETC 4H, effective 201570
IGETC 4J, effective 201470
CSU TRANSFER:
Transferable CSU, effective 201570
UC TRANSFER:
Transferable UC, effective 201570
SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: POLS
CSU Crosswalk Course Number: 9
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 3
Minimum Hours: 3
Course Control Number: CCC000530485
Sports/Physical Education Course: N
Taxonomy of Program: 220700