

**FEATHER RIVER COLLEGE**  
**POL160/SOC 160: GLOBALIZATION – SYLLABUS**

**COURSE SYLLABUS**

**Course Description**

Why are some areas of the world less developed than others? Why does the stuff we buy and use come from all over the world? How and when did countries become so interconnected? What does this connection mean for societies and individuals in the world? What are the rights and responsibilities of the individual in this global environment? These are some of the questions explored in this class through the examination of “globalization.” We hear a lot about globalization today, and this class is an opportunity to learn about what this means, and how it involves economics, culture, and politics. This semester the overarching theme of the class is development. In this class you will explore the political motives and ideas that have come to define development and globalization. This means looking at various perspectives and debates around issues such as how countries have or *should* develop, the international division of labor, global commodity chains, global governance, and alternatives (if possible) to the current global economic and political structures. Ultimately, a successful experience in this course will help you think more critically and constructively about how you yourself can understand and work within the global community and devise ideas to make a more just, sustainable, and equitable world.

This course:

- ✓ Partially satisfies FRC graduation requirements (Area D)
- ✓ Partially satisfies requirements for Political Science and Sociology AA-T and AA degrees
- ✓ Transfers - CSU (Area D0)
- ✓ Transfers - UC (IGETC) Area 4J
- ✓ Transferable to many out of state and private colleges (consult transfer college catalog).

**Course Student Learning Outcomes**

In addition to promoting the mission of [FRC](#), I hope this class helps you build written communication and critical thinking skills, and that it makes you more comfortable and confident in your understanding of globalization and international development. Ultimately, I hope this class prepares you for your academic and professional futures.

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

1. Identify the historical and contemporary processes that characterize globalization.
2. Explain development using various theoretical perspectives.
3. Assess the role of various institutions and actors in globalization.
4. Analyze the effects of globalization on the environment and vulnerable populations in various cultural contexts.

5. Have a greater appreciation of the rights and responsibilities of the individual in the global society.

### **Course Textbook**

A textbook is required for this class as is an additional book listed below. These should be available at the FRC bookstore or through an online book seller.

#### **Required Book**

McMichael, Phillip. 2017. *Development and Social Change: A Global Perspective*. 6th edition. Los Angeles: Sage.  
**ISBN-13: 978-1452275901**

#### **Where to Find...**

1. FRC Bookstore:  
<http://www.frc.edu/businessservices/booksstore.cfm>
2. Available at <https://us.sagepub.com/en-us/nam/development-and-social-change/book239230>. \$88
3. Amazon: A Kindle edition costs \$59.  
[https://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Daps&field-keywords=9781483323220](https://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=9781483323220)
4. Amazon paperback: \$76.52. It can also be rented through Amazon for \$30-\$35

#### **Recommended Books**

Stevenson, Bryan. 2014. *Just Mercy: A Story of Justice and Redemption*. New York: Spiegel & Grau.  
**ISBN#: 9780812984965**

Diamond, J. (2012). *The World Until Yesterday: What Can We Learn from Traditional Societies?* Penguin Books. 2012. **ISBN: 978-0143124405**

#### **Where to Find...**

1. FRC Bookstore:  
<http://www.frc.edu/businessservices/booksstore.cfm>
2. Amazon.com, \$6-\$11
1. Amazon.com, \$14

### **Course Assignments**

There are **1000 points** possible in the class.

1. **Project (options) – 500 points possible** (SLOs #3, #4, #5)
  - a. Rights and responsibilities (HIA project): Students will research and prepare a project around the theme of Rights and responsibilities, and in the end, answer this

question: “What roles do rights and responsibilities play in shaping ways in which the world works?”

This project is in collaboration with the Alpha Psi Zeta chapter of Phi Theta Kappa. Members of the chapter have chosen this theme for their Honors in Action Project. After a series of meetings and initial research in the fall, the HIA committee has identified the need for composting on campus, and opportunity to work with local farmers in supplying compost and possibly providing healthy food options for the campus.

This semester, students in this class will contribute to this project by:

- Gathering information about composting efforts in Quincy and other communities.
- Identifying campus and community collaborators
- Designing and implementing a composting project and process at FRC.
- Writing responses to the HIA project prompts (at end of syllabus).
- Prepared presentation for finals week.

A time frame for this project will be developed by the third week of semester, based on a November completion date!

b. Quincy’s location in globalization: This project will involve documenting

- the presence of the global economy in Quincy (i.e., products that can be purchased here, its location on the global commodity chain)
- How Quincy relates to the terms of development as brought up in the course readings.
- The research, or story, will be documented and presented during finals week.

We will talk more about this and ideas in class!

2. Responses to Readings (5 X 100 points each = 500 points possible): These are written responses to chapter questions, submitted on Canvas by the end of the respective Modules. (SLOs #1, #2, #3)

### Written Assignment Criteria

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>UNACCEPTABLE</u>
<b>Answers the question(s) posed</b> <i>Approximately 20% of grade.</i>	The answer clearly and thoroughly addresses the question(s) asked and stays on track. It effectively relates to the purpose/topic(s) of the assigned material.	The answer is understandable and adequately addresses the question(s). It relates to the topic of the assigned material.	The answer is partially evident but not very clear or complete. It doesn't relate adequately to the topic conveyed in the question(s) or simply does not respond to the question asked.	The answer is not apparent or too off-topic.
<b>Shows an understanding of the topic/ issues</b> <i>Approximately 30% of grade.</i>	An outstanding grasp of a topic is evident in the work. Specific and relevant examples are used to support main ideas. Terms, concepts, and ideas from the required material are used accurately.	The work shows a general grasp of the topic. There is some use of examples but specifics and detail are lacking. A few concepts are used accurately.	There is vague evidence of an understanding of the topic. Important points and examples are missing in the work or are not relevant to the topic.	The work shows little or no grasp of the assigned material.
<b>Analyzes a topic/issue</b> <i>Approximately 30% of grade.</i>	The work highlights how a problem or issue may be approached differently. This may include weighing different approaches to an issue. The response looks at debates over the issues, and why this is important for society and for understanding globalization.	The work incorporates a few perspectives and debates around the issue and shows the topic's value, implications, and consequences for society and for understanding globalization.	The work attempts to include the perspectives but does not do so with accuracy. There is some attempt to show why the topic matters.	The work is descriptive rather than analytical. There is no mention of why the topic matters for understanding globalization.
<b>Organization &amp; Writing</b> For essay exams I generally expect 2 paragraphs (5-6 sentences per paragraph!) <i>Approximately 20% of grade.</i>	The writing is well-developed, appropriate in length, in your own words, and clearly organized. The writing is original with fewer than three significant grammatical or spelling errors. Citations are used when necessary or required and are stylistically accurate.	The writing is in your own words and organized. It is original, and writing errors do not detract significantly from the answer. Citations/ references are apparent though not accurately or thoroughly presented when necessary or required.	There are organizational and grammatical problems that detract from the clarity of the writing. Words from outside sources are not always or accurately cited. When necessary or required, references are missing or incorrect.	The writing has significant grammatical errors making it incomprehensible, or words are taken from outside sources without credit.

## **Additional Resources**

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were an FRC student, federal and state education laws require that, as your instructor, I notify the Chief Student Services Officer. She will contact you to let you know about accommodations and support services at FRC and possibilities for holding accountable the person who harmed you.

If you do not want the Chief Student Services Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

Cindy Barrett, counselor Ext. 249

Midge Gannon, counselor, Ext. 354

Plumas County Intervention and Resource Center 530 283 5515 or 1-877 332 2754

Plumas District Hospital Emergency Room 530 283 7111

Plumas County Mental Health 530 283 6307