

**Sociology 5, sec. 50Z CRN 27719    International Studies 8, sec. 50Z. CRN 27720**  
**SOCIOLOGY of GLOBALIZATION and SOCIAL CHANGE**  
**De Anza College Fall, 2024**

Instructor: Kamau Birago, Ph.D.  
E-mail:biragokamau@fhda.edu

Classroom: Online (Fully Asynchronous)  
Canvas Office Hours: Fri 10:00 am -Noon via Canvas

Text (ordered from Campus Bookstore): **Ritzer**, George and  
Paul Dean. *Globalization: A Basic Text*, **3<sup>rd</sup> ed.** (The edition  
*matters.*) **eBook option available**

**Please read this syllabus thoroughly and carefully at the beginning of the course  
and consult it throughout the quarter.**

This course will consist of a somewhat abbreviated (we only have 11 weeks), online (via Canvas), fully asynchronous introduction to the complex study of globalization (and social change) from the vantage point of sociology.

**STUDENT LEARNING OUTCOMES:**

**Student Learning Outcome: The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.**

**Student Learning Outcome: The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.**

**More Course Objectives:** This is a course designed to give the student who takes it the ability to:

- (A) Comprehend and explain the sociological meaning and analysis of social change;
- (B) Explain the challenges that globalization creates for sociologists;
- (C) Understand the relationship between globalization and related processes such as imperialism, colonialism, and Americanism;
- (D) Comprehend globalization's complexity and its economic, political, cultural, and social dimensions; and
- (E) Use sociological analysis to think critically about some of the domestic and global dilemmas we are currently facing (or not facing) due to globalization and how one might go about effecting social change.

**Sociology Department Statement on Feedback:** The Sociology Department understands that students can interpret the feedback they get from teachers in a lot of different ways and that sometimes it can be difficult to receive critical feedback. We have high expectations for the quality of your work in our classes. We want you to know that when we give feedback, it is because we believe in your ability to reach those expectations. We believe in your intellectual abilities and in your desire to grow as a student. The goal of our feedback is to help you develop your skills.

**Instructor’s Assumptions:** I am assuming that students taking this class have no previous background in sociology, social change, or globalization, and have designed the course based on this assumption. If this assumption is not true for you, you may find parts of the course to be repetitive and/or “boring.” If so, I beg your indulgence and request your patience on behalf of those for whom the assumptions are valid. I also assume that you are taking this course because you have an interest in the subject matter. If you do not have any interest in it and you’re just “taking it to be taking it,” perhaps you should consider *not* taking it and finding an alternative course that will be less demanding.

**Course Organization:** In a fully asynchronous course, there are no scheduled face-to-face meetings between students and instructor nor among students. In essence, such a course is self-teaching with guidance/assistance by an instructor. The student’s motivation is the key to her/his success in such a course.

This online class will be taught using the Canvas course management system. If you have never taken an online course, and/or if you have never taken a course in Canvas, you will need to, as soon as possible, familiarize yourself with doing so. Information about Canvas and Online Education Orientation can be found in Canvas on the Student Resources page: <https://deanza.instructure.com/courses/3382>. The Student Online Resources hub with extensive information and tips can be found at [deanza.edu/online-ed/students/remoteteaching](https://deanza.edu/online-ed/students/remoteteaching). I have also included these and other introductory possibilities in Module 1.

You access Canvas courses by clicking on Canvas on the De Anza College Home Page ([www.deanza.edu](http://www.deanza.edu)), or through your Portal, or in several other ways. When you do so you’ll see your Dashboard, a list of De Anza College Canvas courses that you have been enrolled in. (You may not be able to see our course until Monday, September 23.) You will then be able to click on our course, after which you will be taken to the course homepage. To the left of the text of the homepage will be two lists. The list closest to the text is Course Navigation (which includes Home, Syllabus, Modules, etc.). The list to the left of Course Navigation is Global Navigation (which includes Dashboard, Courses, Calendar, etc.).

The class organized into eleven Canvas Modules, or one module for each week of the class (the dates listed for the Modules are recommended for you to be “on pace”). **Please depend only on the Modules, not the Calendar nor the To Do list, to guide you.** Module 1 includes, among other things, information for Canvas novices. To access the Modules, click on Modules in the Course Navigation. Each numbered Module (except for Module 1) has a Theme and is organized as follows: (1) a Pre-Readings Lecture; (2) a Module Reading Assignment; (3) a Module Writing Assignment; and (4) a Module Post-Writing Lecture. In addition, a Module may have one or more Pages, which are assigned readings that are not in your textbook. The Pre-Reading Lecture is a pre-recorded lecture for you to view *before* reading what’s assigned in the Module Readings. The purpose of this lecture is for me to review the Module Theme and what it means, to clarify what the learning objectives are for the Module’s assigned reading(s), to explain in advance any parts of the reading that I think may present comprehension difficulties, to introduce relevant aspects of the Theme that the readings may not address, and so forth. These lectures were recorded prior to this quarter, so if any of the labeling doesn’t match up, you can ignore it.

The Module Readings have been selected to (1) enhance your understanding of globalization in general and to (2) expand upon the Module Theme. Most of the readings come from your textbook, but others come from Wikipedia. You can ignore the commonsense knowledge about Wikipedia's unreliability in these cases - I have checked the assigned readings from Wikipedia to be certain that they accurately accomplish the learning objectives for which they were selected. Please do not read to memorize specifics, as if the only reason you are reading is for the purposes of testing. Instead, read critically and analytically to comprehend and to be able to intelligently discuss the reading with others. Never lose sight of the basic objective of this course – for you to learn about globalization.

The Module Writing Assignment (i.e., the W/A) is to be sent to me via email after you have completed, *and thought about*, the Module Readings for the week. **To receive full credit for your W/A, I must receive it by 3 pm on the Thursday of the week. You cannot receive any credit for a W/A submitted after 5 pm on the Friday of the week. (Please see the Page: WA Schedule in Module 1.)** W/As are a major determinant of your final course grade and therefore should be approached quite seriously. They should be **written succinctly** and consist of at least two paragraphs, the first of which tells me how the assigned readings (as a whole, not individually) contributed to your understanding of globalization in general and to the specific Module Theme. Another paragraph informs me of the question/questions that you have about what you read. I will read and evaluate your W/A, then assign to them one of the following designations:  $\sqrt{+}$  means you've written an interesting and provocative W/A,  $\sqrt{\phantom{x}}$  means you've written an adequate one,  $\sqrt{-}$  means your W/A was inadequate. (The ability to express your thinking through written communication is necessary: If this is something that is difficult for you, you should take steps to improve your writing skills, including but not limited to the writing resources available to you at De Anza. It might also be helpful for you to read the Page: Critical Thinking, which you can find in Module 1.) You may or may not receive a comment about your W/A, but a comment is in no way related to the evaluation of its quality. I expect that your W/As will improve over the course as you get accustomed to writing them.

Finally, the Post-Writing Lecture is another pre-recorded lecture for you to view. The purpose of this lecture is for me to address any relevant questions that the members of the class have raised in their Module Writing Assignments. (If your questions are beyond the scope of this class, I won't be addressing them in the Post-Writing Lecture.) I will create this lecture after reading a critical mass of the W/As that have been submitted for the Module.

### **Course Requirements and Grading:**

- I. Reading & W/A's - 25%
- II. Participation - 25%
- III. Midterm Exam - 25% (administered Fri. 10/25)
- IV. Final Exam - 25% (administered Tue. 12/10)

For your course grade I follow conventional grade point procedures: A = 4.0, an A- = 3.7, a B+ = 3.3, a B = 3.0, and so on. So for example, if you receive an A for your Reading & W/A's grade, you get a 4.0 grade point for that course requirement. Secondly, I multiply your grade point for each requirement by its percentage of the course grade. Thus, to continue the example, your Reading & W/A's grade of 4.0 will be multiplied by .25 (because this assignment was 25% of

your course grade), giving you 1.0 for Reading & W/A's. When calculations for all 4 requirements are combined, this will be *at least* your final grade, but *if* I feel you've earned it due to your growth over the course, I reserve the right to adjust it upward. Final grades are on the conventional scale wherein an A = 3.85+, an A- = 3.5 to 3.849, a B+ = 3.15 to 3.49, a B = 2.85 to 3.149, etc.

**Midterm and Final Exam:** You will take the Midterm and the Final Exam within Canvas. Both are *requirements* for passing the course - not taking either one of them earns you an F for your final course grade. You can access them (after I have opened them up for you to access) by clicking Quizzes in the Course Navigation menu. In addition, instructions for taking these exams will be provided in the Modules. Both the Midterm and the Final Exam will have time limitations (which you will find in their respective instructions pages). Exams are to be taken **at a single setting** – once you begin you must continue until you are finished or until the time limit for the exam runs out. **The dates for the Midterm and the Final Exam are set – you must take them on those dates whether you have completed your preparation or not.**

**Instructor Expectations:** There are several expectations I have for students in this course, as follows:

i) ***courtesy.*** Self-explanatory. All of us are entitled to it in this course.

ii) ***special needs.*** If you have any physical, mental, or other disability, either hidden or visible, which may require classroom, test-taking, or other reasonable modifications, please email me as soon as possible. You must also be in contact with the campus Disability Office. Please refer to the Canvas Page: Disability and other Student Services in Module 1.

iii) ***communication.*** Feel free to initiate communication with me at any time throughout the course. One-on-one “online face-to-face meetings” can be arranged during my office hours (see the entry in Module 1) and you can always contact me via email concerning your ongoing experiences in the course. This includes any problems you're having with Canvas, with the readings, any issues you're having with me, or anything else. Instructors tend to look favorably upon demonstrations of student commitment to *learning*, beyond the utilitarian objective of getting good grades.

iv) ***participation.*** In our asynchronous class, there is no designed interaction between any of us, which is the usual meaning of “participation” in a course. In its place, there is a **Discussion** (accessed by clicking Discussions in the Course Navigation menu). The Participation portion of your final course grade will be a matter of the quantity and the quality of your performance in the Discussion. **Don't forget** – this counts as 25% of your final course grade.

v) ***independent individual work.*** W/As and exams must be free from plagiarism, joint composition from classmates or others, and any other form of cheating. Violation will result in a zero for that assignment, and the student will be referred to Dr. Elvin T. Ramos, the Social Sciences/Humanities Dean, for disciplinary action.

**vi) *make up/revision/extra credit policy.*** I do not accept make up work, revisions, or allow make up exams. I do not accept extra credit work.

**vii) *being informed.*** As a college student, and especially one taking a sociology course, and a globalization course at that, I expect you to be aware of what's going on in the world. Please watch the world/national news daily (or obtain comparable awareness by another means). Try to make connections between current events and what you are learning in class.

**If you are caught violating any of the course policies once,** I will report your violation to Dean Ramos for possible disciplinary action. **A second violation** will result in **(1)** a second notification to Dean Ramos; **(2)** you will be prohibited from participating in class for two classes after the violation (adding two unexcused absences to your course record); **(3)** I will file a Maxient report on student academic integrity violations with the Office of Student Affairs, which will bring you forth for adjudication. I don't know how I can make it any clearer about how seriously I take these expectations. Yet, there are, too often, some students who just don't seem to get it. Please don't be one of them this quarter.

**Exceptions to Instructor Expectations:** If you have a legitimate and unavoidable reason for not being able to comply with *any* of the above expectations, then (1) we should discuss it, via email, as soon as possible, and (2) do not sign and turn in your Syllabus Acknowledgment until after we have discussed it.

**If You Need Help:** The Student Success Center offers individual and group tutoring, as well as several types of workshops. Students who use its services succeed at much higher rates than those who do not. As you may know, De Anza now also offers free online tutoring with Smarthinking, available to all students via MyPortal. For more information, go to [www.deanza.edu/studentssuccess](http://www.deanza.edu/studentssuccess).

**Your Instructor:** Kamau Birago, Ph.D. You may call me Professor Birago (pronounced bĭ-RAH-gō) or Professor B. I'm aware that some students in past courses have concluded that I am "intimidating" after reading my syllabus, but these students have made an incorrect inference. The correct inference is, simply, "Professor B. is trying to provide me with all of the information I need in order to be successful in his class this quarter." The most efficient means of communication with me outside of class or office hours is via email.

## **COURSE SCHEDULE**

As mentioned, you proceed week-by-week through the Modules. Each Canvas Module corresponds to a week in our course, and dates are provided to assist you in staying on top of the course. Please refer to the Modules (not the Calendar) for all information about all aspects of the course.

**After completely reading this syllabus and when Canvas opens up, you must copy, fill out and submit via email the Syllabus Acknowledgment, located in Module 1.**