

**Memorial University – Department of Sociology
Sociology 2250 – Changing World**

Winter 2014

Dr. Liam Swiss

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office: AA 4053

classroom: SN3042

office hours: Tues/Thurs, 9:30-10:15, or by appointment

electronic communication: Please use the D2L online.mun.ca system to contact me regarding the course. I will try to respond to your request within 24 hours.

I. OVERVIEW & LEARNING OBJECTIVES

This course is intended to provide an introduction to the sociology of the changing world, with a primary focus on the relationship of globalization and development to emerging social problems. The course addresses a wide array of social problems including the impact of exploitation, crime, violence, and discrimination on societies globally. Oriented around the examination of three cross-cutting issues: globalization, gender, and conflict, the course is divided into three parts. In the first part we examine globalization and its relationship to the emergence of global social problems and their impact on Canada and Newfoundland. In part two, we examine global social problems emerging from the effects of global gender inequalities. Finally, in part three, we discuss a number of current social problems linked to issues of conflict and insecurity. The overall objective of the course is to attain a better understanding how the changing world is affected by the increasingly interdependent and connected processes of development and globalization that shape social problems on the global level.

II. COURSE EVALUATION

Assignments are due when specified below. No extensions will be granted except in the case of a documented medical issue or emergency. Late assignments will be docked at a rate of 5% of the overall assignment value per day late. Weekends count as days late.

Do not slide your assignments under the door of my office. If I am not present to receive your work, please submit to the Sociology main office at Arts & Admin 4054.

Requirement	Value	Due Date
1. Online Discussions	20%	Ongoing
2. Attendance	10%	Ongoing
3. Short Paper #1	15%	January 30, 2014
4. Midterm Exam	20%	February 20, 2014
5. Short Paper #2	15%	March 18, 2014
6. Final Exam	20%	Exam Period (TBD)

1. **Online Discussions:** 20%. As part of the participation in this course you will be required to take part in online discussions debating the various social problems considered each week. Weekly topics and guidelines for debate will be posted to the D2L discussion forum for the course. Your active participation in these discussions will be evaluated throughout the duration of the course.
2. **Attendance:** 10%. Attendance will be taken in class each session.
3. **Short Paper #1:** 15%. Due in class on **January 30, 2014**. This will be a three-page, double-spaced short paper composed of two parts. In part one, you will summarise one of the readings on global social problems from the first six weeks of the course. In part two, you will reflect on how this aspect of global social change affects Newfoundland or Canadian society at the same time as affecting societies in the developing world. Why should Newfoundlanders or other Canadians be concerned about this issue? Identify one thing you think Canadians can do to help combat this problem.
4. **Midterm Exam:** 20%. Written in class on **February 20, 2014**. This Midterm will consist of multiple choice and fill in the blank/short answer questions. Material will be taken from readings, course material notes, and online multimedia materials used in the course.
5. **Short Paper #2:** 15%. Due in class on **March 18, 2014**. Select any of the video clips listed as online resources for the course and write a three-page response to the video which draws upon at least one academic journal article to support your assessment. How does the video make you think of the issue? Be sure to address the following questions: Why should people be concerned about this issue? What effect does this problem have on developing societies? What effect does this problem have on us in Canada? How do North-South power relations and inequalities contribute to this problem? Is this problem linked primarily to processes of globalization, development, or both? What should be done to counter this problem?
6. **Final Exam:** 20%. **Exam Period (TBD)**. The Final Exam will be made up of multiple choice and fill in the blanks questions. Material will be taken from readings, course material notes, and online multimedia used in the course.

III. COURSE SCHEDULE & READINGS

The following week-by-week breakdown outlines the topics and readings to be covered in the course. Class notes and slides for each session will be posted to the D2L site. Study questions for the readings and the online resources will be posted to the D2L site each week to assist you in completing your readings and analysing the online resources. All readings listed below are available through the MUN library e-journal system. Accessing e-journals will be discussed in the first week of class.

WEEK 1 – January 9 - Global Social Problems & The Changing World

- Cross-cutting features:

- Globalization
- Gender
- Conflict & Insecurity

Part One: GLOBALIZATION & SOCIAL PROBLEMS

WEEK 2 – January 14 & 16 - Globalization, Development & Social Change

- Theories of globalization, development, and their relationship to social change.

READINGS:

Meyer, John W. 2007. Globalization: Theory and Trends. *International Journal of Comparative Sociology* 48 (4):261-273.

Wallerstein, Immanuel. 2005. "After Developmentalism and Globalization, What?." *Social Forces* 83, no. 3: 1263-1278.

ONLINE RESOURCE:

GAPMINDER WORLD: Website

<http://www.gapminder.org/world/>

WEEK 3 – January 21 & 23 - Work & Exploitation: Globalization, Sweatshops, and Child Labour

- Fair trade vs. free trade
- Outsourcing and offshore manufacturing.

READING:

Khan, Ali. 2010. "Discourses on Childhood: Policy-Making with Regard to Child Labour in the Context of Competing Cultural and Economic Preceptions." *History & Anthropology* 21, no. 2: 101-119.

ONLINE RESOURCES:

MAQUILA SOLIDARITY NETWORK: Website

<http://en.maquilasolidarity.org/>

INTERNATIONAL LABOUR ORGANIZATION (ILO): Child Labour in Chocolate Industry

<http://www.youtube.com/watch?v=FRG6NMVKHDs>

WEEK 4 – January 28 & 30 - The Anti-Globalization Movement

- World Social Forum vs. World Economic Forum/World Trade Organization
- ***SHORT PAPER #1 – DUE JANUARY 30***

READING:

Smith, J. 2004. The World Social Forum and the challenges of global democracy. *Global Networks* 4 (4):413-421.

ONLINE RESOURCE:

WORLD SOCIAL FORUM: "The twelve assumptions of an alter-globalisation strategy"

http://www.forumsocialmundial.org.br/noticias_01.php?cd_news=3041&cd_language=2

Part Two: GENDER & SOCIAL PROBLEMS

WEEK 5 – February 4 & 6 - Human Rights & the Body: Female Genital Mutilation in a global context

READINGS:

Maher, Robin M. 1996. "Female genital mutilation: The struggle to eradicate this rite of passage." *Human Rights: Journal of the Section of Individual Rights & Responsibilities* 23, no. 4: 12-15.

Morris, Kelly. 2006. "Issues on female genital mutilation/cutting-progress and parallels." *Lancet* 368, 64-67.

ONLINE RESOURCE:

UNITED NATIONS POPULATION FUND: Video on Female Genital Mutilation/Cutting:
<http://www.youtube.com/watch?v=vcDXTtqeNgM>

WEEK 6 – February 11 & 13 - Gender & HIV/AIDS

READING:

Gilbert, Leah, and Liz Walker. 2002. Treading the path of least resistance: HIV/AIDS and social inequalities--a South African case study. *Social Science & Medicine* 54 (7):1093-1110.

ONLINE RESOURCES:

THE TOPSY FOUNDATION – Video “AIDS patient’s dramatic recovery”
<http://www.youtube.com/watch?v=v6zCNdEfm5w&feature=relmfu>

THE TOPSY FOUNDATION – Video “AIDS patient’s recovery, Selinah today”
http://www.youtube.com/watch?v=nDeARb_Vlrc

WEEK 7 – February 18 - *NO CLASS – WINTER BREAK******

February 20 – *MIDTERM EXAMINATION*****

WEEK 8 – February 25 & 27 – Gender, Transnational Crime, and Human trafficking

READING:

Bertone, Andrea. 1999. Sexual trafficking in women: International political economy and the politics of sex. *Gender Issues* 18, no. 1: 4-22.

ONLINE RESOURCE:

COALITION AGAINST THE TRAFFICKING OF WOMEN (CATW) – “Men's Responsibility: Ending Demand for Sex Trafficking”
http://www.youtube.com/watch?v=LHLQmXbyWog&feature=channel_video_title

WEEK 9 - March 4 & 6 - Unequal Representation: Democracy, quotas, and politics

READING:

Walby, Sylvia. 2000. Gender, globalization, and democracy. *Gender and Development* 8, no. 1: 20-28.

ONLINE RESOURCE:

INTER-PARLIAMENTARY UNION: Website – “Women in Parliaments”
<http://www.ipu.org/wmn-e/world.htm>

THE QUOTA PROJECT: Website

<http://www.quotaproject.org/>

WEEK 10 – March 11 & 13 - Conflict Rape: Gender-based-violence, civil war, and genocide

READING:

Buss, Doris E. "Rethinking 'Rape as a Weapon of War'." *Feminist Legal Studies* 17, no. 2 (August 2009): 145-163.

ONLINE RESOURCE:

THE ECONOMIST – Video “Rape, A Weapon of War: Destroying the Glue of Society”
<http://www.youtube.com/watch?v=tcHdHr3eGkc>

JOURNEYMAN PICTURES – Video “Rape City – Democratic Republic of Congo”

<http://youtu.be/pBJ6ycCPawo>

Part Three: CONFLICT, INSECURITY, & SOCIAL PROBLEMS

WEEK 11 – March 18 & 20 - Theories of conflict, security, and development

- Human Security vs. National Security
- ***SHORT PAPER #2 DUE MARCH 18***

READING:

Berger, Mark T., and Heloise Weber. "War, Peace and Progress: conflict, development, (in)security and violence in the 21st century." *Third World Quarterly* 30, no. 1 (February 2009): 1-16.

ONLINE RESOURCE:

DOCUMENTARY - “Nepal – Caught up in the people’s war”
<http://www.imdb.com/video/withoutabox/vi3576404249>

WEEK 12 – March 25 & 27 – Conflict resources

- Blood diamonds and smart-phone minerals

READINGS:

- Grant, A., and I. Taylor. 2004. Global governance and conflict diamonds: the Kimberley Process and the quest for clean gems. *The Round Table* 93 (375):385-401
- Le Billon, P. 2006. Fatal transactions: Conflict diamonds and the (anti) terrorist consumer. *Antipode* 38 (4):778-801.

ONLINE RESOURCE:

KIMBERLEY PROCESS – Website

http://www.kimberleyprocess.com/home/index_en.html

ENOUGH PROJECT – Video “Conflict Minerals 101”

<http://www.youtube.com/watch?v=aF-sJgcoY20>

WEEK 13 – April 1 & 3 - Refugees and Internally Displaced Persons

- Refugee impact of wars
- Illegal migration and smuggling of refugees: Canada’s role

READINGS:

- O'Neill, Maggie, and Tony Spybey. "Global Refugees, Exile, Displacement and Belonging." *Sociology* 37, no. 1 (February 2003): 7-12.
- Richmond, Anthony H. "Globalization: implications for immigrants and refugees." *Ethnic & Racial Studies* 25, no. 5 (September 2002): 707-727

ONLINE RESOURCE:

DADAAB STORIES – Video “Welcome to Dadaab”

<http://www.youtube.com/watch?v=qMMLb4pBt5w>

ALSO: Summing Up: A Changing World

- Course Summary
- Review for the Final Exam

IV. ACADEMIC MISCONDUCT

Academic misconduct is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic misconduct is neither accepted nor tolerated by the University. Anyone found guilty of academic misconduct is liable to severe academic sanctions.

Some examples of academic misconduct:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

For more information, please refer to Section 5.11 of the MUN Calendar regarding “Academic Misconduct” of Undergraduate Students:

<http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748>

V. STUDENT SERVICES ON CAMPUS

A number of student support services exist on campus that may be of use to you throughout the course of the term:

- The Commons (QEII library) provides access to print, electronic and technology resources.
- The Counselling Centre (UC-5000) helps students develop their personal capabilities, ranging from study strategies to assisting distressed students.
- Student Affairs and Services (Answers, UC-3005) answers questions about such things as courses, housing, books, financial matters and health.
- The Writing Centre (SN-2053) is a free, drop-in facility for students and to help you become a better writer and critical thinker.
- The Glenn Roy Blundon Centre (UC -4007) serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning (disabilities), chronic illness, or mental health; support is also provided to students with documented temporary illnesses and injuries.