



The University of Western Ontario
SOCIOLOGY 3303F-001
Global Issues and Social Change

Fall 2023

(Delivery Method: In person)

Instructor: Dr. Jasmine Ha

Email: jasmine.ha@uwo.ca

This is a DRAFT only. Please see the course site for the final version.

Course Description:

This course examines the issues and theories that shape contemporary globalization and social change. It covers the substantive topics of global development, inequality and poverty, international migration and transnationalism, cyber security and “fake news”, the rise of fundamentalisms and ‘anti-globalization’ backlash, as well as global coordination on issues like climate change and sustainable development.

Prerequisite(s): None

Anti-requisite(s): Sociology 3364F/G if taken in 2022-23, Sociology 3378F/G, Sociology 3318F/G.

Learning Outcomes:

By the end of the course, students will be able to:

- Synthesize and critically evaluate theoretical arguments and published research from a sociological perspective;
- Critically assess social institutions, social processes, social relations, and various dimensions of global issues and social change from a sociological perspective;
- Demonstrate an ability to present and discuss ideas clearly and articulately through effective oral and written communication;
- Develop important research skills, including conducting effective literature review, documenting and organizing evidences, and incorporating feedbacks in their research writings.

Course Material:

Selected readings will be assigned for each week, and they will be posted on the course website under OWL. To access them, please make sure you are enrolled on the course website through OWL.

Communication:

How to contact me:

By email: jasmine.ha@uwo.ca and office hours: Wednesdays 10am -12 noon (SSC 5208). Email is not suitable for questions requiring considerable exposition. These questions are suited for in-person exchange during office hours. Office hours are drop-in and first come, first serve.

If you have course-related questions that may be relevant for the whole class, it is best to ask the questions in class or to post them on our OWL course site's Forum.

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

Communication Guidelines & Expectations:

- Messages and email will be returned within 48 business hours (unless announced otherwise). That means you may not receive a response during the evening or on the weekend.
- Be patient, avoid emailing multiple times.
- Make sure your tone and correspondence in all communication is professional

How to get important information:

The **OWL Course site** will be set up to include all relevant course materials. In particular, pay attention to the following tabs:

- The **Homepage** will have key instructions on where to find information.
- The **Announcements** will be Used for Regular Communication or Urgent Messages
- The **Calendar** will be used regularly to let you know when assessments are due.
- The **Tests and Quizzes** will be used for the weekly quizzes.
- The **Assignments** will have all course assessment outlines and instructions on what to do if you have questions.

Method of Evaluation:

The evaluation methods described in the course outline are essential requirements for the course.

The final grade will be determined as follows:

Discussion Facilitation	20%
Participation	15%
Course project – Proposal (Oct 6)	15%
Course project – 3MPresentation (Nov 29, outline due Nov 24)	20%
Course project – Final Report (Dec 8)	30%

Discussion Facilitation (20%) Students will work in groups to facilitate class discussion once from Week 3 to Week 11. Students will have the opportunity to select the specific week on Wednesday (Sep 13, 2023 - Week 1). Discussion Facilitation includes 1) delivering a short presentation of the selected reading, and 2) leading the discussion following the presentation (posing 4-5 prepared discussion questions to the class). Students must send the prepared discussion questions to the instructor by Tuesday, 9AM of the assigned week. Discussion Facilitation

will be worth 20% of the final mark, with 15% based on the presentation, and 5% based on the quality of discussion questions and the in-class facilitation. Additional details will be provided during the first class.

Participation (15%). Class attendance and participation are important to learning. Class attendance is expected, and it's important to come to class with some notes and reflections on the readings. Students will receive up to 1.5% for participation in the 10 class meetings, excluding the first week, the reading week, and the midterm exam date. As a universal accommodation, students may miss one week of class without any penalty, no question asked. This rule does not apply to the weeks when their contribution will be graded (e.g., when students are assigned to facilitate discussions or the week of the Mock conference).

A 3-point rating scale will be used to evaluate your level of participation:

- A rating of 3 will be given to students facilitating the discussion in the given week, as well as non-presenting students who proactively help drive the discussion.
- A rating of 2 will be given to non-presenting students who engage in the discussion in a reactive fashion, e.g., by offering responses when called.
- A rating of 1 will be given to non-presenting students who show up but do not engage in the discussion, e.g., by offering a “Don’t know” response when called.
- The ratings for each week will be jointly evaluated by the instructor and the student facilitating the discussion. When our ratings disagree, the average value will be taken.

Course Project (65% total). The course project is designed for students to conduct their own sociological investigation (through library research and descriptive analysis of existing data) and learn to reflect on the evidence relative to their research question(s) on any topic relevant to global issues and social change. There will be two assignments associated with the final paper:

- **Proposal (15%)** due on Friday October 6th, 2023. Each student will submit a 1-2 pages single-spaced proposal outlining: (1) the specific questions they will address in the final report; (2) up to three key references; and (3) an initial plan for their report (e.g., format, data source, type of analysis). The student is also required to sign up for a specific time to meet with the instructor/TA to discuss feedback on their proposal in a 20-minute meeting. We will send a list of available meeting time (from October 9th to November 3rd).
 - The grade will be 10% for the written proposal and 5% for the meeting.
 - To help facilitate students with challenges in scheduling, we will also use some class time in Weeks 5-7 to hold additional meetings for those who cannot find time outside of class. So, the classes in Weeks 5-7 will start at 2:30 PM instead of 1:30 PM.
- **Mock conference (20%)** in-class on Nov 29th, 2023. We will organize a mock conference in class on Week 12 (September 29th) to celebrate and share outputs from your hard work in the semester. This requires each student to:
 - **Submit an outline** (max 2 pages, bullet-point notes are acceptable) of the final report to the instructor by Friday (November 22) at 11:55PM. The instructor will share this with all students in the class so everyone coming to the “conference” can have an idea of your project. This is worth 5% of the grade.
 - **3M presentation.** Each student will have three minutes to present the highlight(s) of their project. This will be followed by a brief Q&A to gather feedback from classmates and the instructor. This is worth 15% of the grade.
- **Final report (30%)** due Dec 8, 2023, at 11:55PM. Students may choose from a variety of formats, e.g., research paper, policy brief, executive summary, or infographic. In the longest written form (research

paper), the maximum word-count is 2000 words (approximately 8 pages, double-spaced), excluding the bibliography, tables, and figures.

This course is designated as writing-intensive, and the most important thing to learn in such a course is to incorporate feedback to improve your research project. Accordingly, students are required to modify and improve the final project based on feedback received from the presentation, including both the instructor's and peer feedback.

Additional Notes About Grading

There will be no opportunities for extra credit. I encourage you to work consistently throughout the semester, and to reach out to other students in the class or to me as soon as you have trouble with the material. Consistent with departmental guidelines, it is expected that the class average for this course will be around 70-75%. Should the final overall grades yield a value significantly below this range, grades will be adjusted upward to ensure an appropriate mean for the class.

Additional Notes about the use of AI tools

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Essays, written assignments and/or lab reports should reflect the student's own thoughts and independent written work. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and use them to produce original written contributions. The same principles also apply to the use of translation software to support the writing the essays and other written assessments.

Inappropriate use of AI tools, including representing AI-generated written works as your own, is an academic offense equivalent to plagiarism (for more detail, please review Academic Policies on Scholastic Offense and Plagiarism below) and will be processed in line with the general policy for academic offense in the Faculty of Social Science. The typical penalty for a first academic offense in the Faculty of Social Science is zero on the assignment and the student being registered on the Academic Offense List.

Contingency plan for an in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Late assignments with accommodation

Any student receiving academic accommodation for an assignment will receive an extension. Students receiving academic accommodation for an exam will write a Special Exam, typically scheduled by the Department of Sociology. See ‘Absences from final examinations’ below.

In rare circumstances when illness or other serious circumstances prevent the student from completing the assignment and/or exam in a timely manner, the instructor can offer an alternative assignment or reweighting other completed components to the final. This will be determined on a case-by-case basis and with discussions with the student as well as the academic counsellor.

Late assignments without accommodation

Any assignment submitted after the deadline, without academic accommodation, will receive an automatic 5% penalty per 24-hour period (including weekends). Assignments will not be accepted after one full week from the due date.

Absences from Final Examinations

Students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible. Academic Counselling will determine eligibility to write a Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

Note: missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for COVID are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

Academic Policies

Please review the Department of Sociology “[Important Academic Policies](https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf)” document https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf for additional information regarding:

- Scholastic Offences
- Plagiarism

- Copyright
- Academic Accommodation
- Accessibility Options
- Mental Health

Course Schedule and Readings:

Please note: This schedule is subject to change over the course of the term to meet the needs of the class. Any changes will be announced through our OWL course website.

Week 1 (Sep 13, 2022): Course introduction; What is globalization?

No reading

Week 2 (Sep 20, 2022): How do we study globalization? Theories and debates

Robinson, W.I. (2007). Theories of Globalization. In *The Blackwell Companion to Globalization*, G. Ritzer (Ed.). <https://doi.org/10.1002/9780470691939.ch6>

Sen, A. (2002). How to Judge Globalism. *The American Prospect*, special supplement (Winter).

Walter, S. (2021). The Backlash Against Globalization. *Annual Review of Political Science* 24:1, 421-442.

Week 3 (Sep 27, 2022): The quest for global development

*Student-led Discussion

McMichael, P., & Weber, H. (2022). *Development and social change: A global perspective (Seventh edition)*. SAGE. Chapter 3. The Development Project: An International Framework in Global Context.

Horner, R., & Hulme, D. (2019). From International to Global Development: New Geographies of 21st Century Development. *Development and Change*, 50(2), 347–378.

Primi, A., & Toselli, M. (2020). A global perspective on industry 4.0 and development: New gaps or opportunities to leapfrog? *Journal of Economic Policy Reform*, 23(4), 371–389.

Week 4 (Oct 4, 2022): Global inequality & poverty

*Student-led Discussion

*Proposal is due on October 6th (Friday) at 11:55PM

Banerjee, A. V., & Duflo, E. (2011). *Poor economics: A radical rethinking of the way to fight global poverty* (1st ed). Public Affairs. Chapter 6 (Barefoot Hedge-Fund Managers) and Chapter 9 (Reluctant Entrepreneurs).

Alderson, A. S., & Nielsen, F. (2002). Globalization and the Great U-Turn: Income Inequality Trends in 16 OECD Countries. *American Journal of Sociology*, 107(5), 1244–1299.

Week 5 (Oct 11, 2022): International migration & transnationalism

*Student-led Discussion

*Notes: Class will start at 2:30PM

De Haas, H. (2005). International Migration, Remittances and Development: Myths and Facts. *Third World Quarterly*, 26(8):1269–84.

McLeman, R. (2019). International migration and climate adaptation in an era of hardening borders. *Nature Climate Change*, 9(12), Article 12.

Waldinger, R. (2016). A cross-border perspective on migration: Beyond the assimilation/transnationalism debate. *Journal of Ethnic and Migration Studies*, 0(0), 1–15.

Week 6(Oct 18, 2022): Brain gain, brain waste, brain circulation

*Student-led Discussion

*Notes: Class will start at 2:30PM

Banerjee R, Verma A, & Zhang T. (2019) Brain Gain or Brain Waste? Horizontal, Vertical, and Full Job-Education Mismatch and Wage Progression among Skilled Immigrant Men in Canada. *International Migration Review* 53(3):646-670.

Li, W. et al. (2021). Intellectual migration: Considering China. *Journal of Ethnic and Migration Studies*, 47(12), 2833–2853.

Xie, Y., Lin, X., Li, J., He, Q., & Huang, J. (2023). Caught in the crossfire: Fears of Chinese–American scientists. *Proceedings of the National Academy of Sciences*, 120(27), e2216248120.

Week 7(Oct 25, 2022): Climate change

*Student-led Discussion

*Notes: Class will start at 2:30PM

Robbins, Paul, et al. (2014). *Environment and Society: A Critical Introduction (Second edition)*. John Wiley & Sons, Incorporated. Chapter 6: Risks and Hazards.

Bernauer, T. (2013). Climate Change Politics. *Annual Review of Political Science*, 16(1), 421–448.

Smith, T. W., Kim, J., & Son, J. (2017). Public Attitudes toward Climate Change and Other Environmental Issues across Countries. *International Journal of Sociology*, 47(1), 62–80.

Week 8(Nov 1, 2022): Reading Week – No class

Week 9(Nov 8, 2022): Climate migration & trapped populations

*Student-led Discussion

Borderon, M., Sakdapolrak, P., Muttarak, R., Kebede, E., Pagogna, R., & Sporer, E. (2019). Migration influenced by environmental change in Africa: A systematic review of empirical evidence. *Demographic Research*, 41, 491–544.

DeWaard, J., Hunter, L. M., Mathews, M., Quiñones, E. J., Riosmena, F., & Simon, D. H. (2022). Operationalizing and empirically identifying populations trapped in place by climate and environmental stressors in Mexico. *Regional Environmental Change*, 22(1), 29.

Bettini, G. (2013). Climate Barbarians at the Gate? A critique of apocalyptic narratives on ‘climate refugees.’ *Geoforum*, 45, 63–72.

McLeman, R. (2018). Thresholds in climate migration. *Population and Environment*, 39(4), 319–338.

Week 10 (Nov 15, 2022): Global health

*Student-led Discussion

Beckfield, J., Olafsdottir, S., & Bakhtiari, E. (2013). Health Inequalities in Global Context. *American Behavioral Scientist*, 57(8), 1014–1039.

Gostin, L. O., Moon, S., & Meier, B. M. (2020). Reimagining Global Health Governance in the Age of COVID-19. *American Journal of Public Health*, 110(11), 1615–1619.

Fuller, R., et al. (2022). Pollution and health: A progress update. *The Lancet Planetary Health*, 6(6), e535–e547.

Week 11 (Nov 22, 2022): Fake news

*Student-led Discussion

*Submit Project outline by Nov 24 (Friday) at 11:55PM

Domenico, G. D., Sit, J., Ishizaka, A., & Nunan, D. (2021). Fake news, social media and marketing: A systematic review. *Journal of Business Research*, 124, 329–341.

Scheufele, D. A., & Krause, N. M. (2019). Science audiences, misinformation, and fake news. *Proceedings of the National Academy of Sciences*, 116(16), 7662–7669.

Lazer, D. M. J., et al. (2018). The science of fake news. *Science*, 359(6380), 1094–1096.

Week 12 (Nov 29, 2022): Mock conference – no new materials

Week 13 (Dec 6, 2022): The futures of globalization

*Final paper due on Dec 8, 2023, at 11:55PM

Buzan, B. (2011). A World Order Without Superpowers: Decentred Globalism. *International Relations*. 2011;25(1):3-25.

Alexander, S. (2014). Life in a “degrowth” economy, and why you might actually enjoy it. *The Conversation*. Retrieved August 29, 2022, from <http://theconversation.com/life-in-a-degrowth-economy-and-why-you-might-actually-enjoy-it-32224>

McAfee, A. (2020). Why Degrowth Is the Worst Idea on the Planet. *Wired*. Retrieved August 29, 2022, from <https://www.wired.com/story/opinion-why-degrowth-is-the-worst-idea-on-the-planet/>

2023-2024