SOC 4330 Globalization and Social Change
Class Time: M/W/F 11:15 - 12:05pm, 114 Brackett Hall

Instructor: Natallia Sianko, natalls@clemson.edu, 321-i Brackett Hall,
Office Hours: Mondays & Wednesdays, 12:15 – 1:15pm, Friday, 10-11am and by appointment.

COURSE DESCRIPTION:

This course examines contemporary globalization and its social, economic, cultural, and political consequences for populations in the United States and around the world. Students explore how globalization shapes individual and family well-being, social institutions, civil society, and responses to social change, including accommodation, resistance, and collective action.
As an experiential learning course, the course moves from understanding social issues to taking informed action. Working in teams, students identify and research an issue of shared concern, analyze its historical context and power dynamics, and develop a social action campaign. Students gain practical experience in issue development, power mapping and target analysis, building collective power, working with media, selecting and implementing strategies and tactics, and designing campaign implementation and evaluation plans.

COURSE TEXT & READINGS

Scott Myers-Lipton, *CHANGE! A Student Guide to Social Action,* 2nd edition, ISBN-13: 978-1032418025.

The other reading for the course is a reader. The articles in the reader are available at www.bonner.org/socialaction-docs.

Additional readings are assigned via Canvas and uploaded to appropriate Module/ weekly sections. **These readings are not supplementary or optional—they are required course material.**

COURSE OBJECTIVES

Students completing this course should be able to demonstrate the following **specific learning outcomes**:

1. Explain the political, economic, social, and cultural dimensions of globalization and their connections to everyday life.
2. Analyze how globalization affects individuals, families, communities, social institutions, and societies, including its benefits, challenges, and contradictions.
3. Identify and evaluate major global challenges, institutions, organizations, networks, and other actors that shape globalization and opportunities for social change.
4. Research and analyze social issues using historical analysis, issue development, power mapping, and target analysis.
5. Design, implement, and evaluate a team-based social action campaign that connects course concepts to informed action on a local or global issue.

An added objective is to facilitate the acquisition of **general learning outcomes:**

1. Improved analytical skills through researching how, where and why a particular social phenomenon (or trend) has emerged
2. Enhanced reading, reasoning and writing skills, through the preparation of an independent research project.

COURSE REQUIREMENTS AND GRADING

Please check Canvas for detailed description and submission. Assignments are designed to help you achieve course objectives and include the following components:

8 Very Short Quizzes, Count 5 (20% of total grade)

The purpose of these very short quizzes (i.e., less than 5 minutes) is to encourage reading. In order to encourage reading, you will be given short quizzes throughout the semester. If you do the reading for each class, these short quizzes will be very easy to answer.

Portfolio and Log (40% of total grade)

At the university, you generally demonstrate that you understand the ideas from the course in an exam. This class is different. In this class, portfolios take the place of exams. Importantly, the portfolio is where you demonstrate your knowledge of the text in light of your social action experiences. Therefore, you must integrate the text with your community work throughout each portfolio. With no integration of text, you cannot receive above a C on your portfolio. You can talk to your teammates but all of the portfolios will be your own work.

In addition, you will most likely not receive higher than a C on your overall portfolio grade if you do not complete at least 25 hours of social action work (1.5 to 2 hours a week). Please use the log at this website (www.bonner.org/socialaction-docs) to keep track of your community work, and then turn it in with the portfolios. Your portfolio and log will be collected every three to four weeks. Late portfolios will be accepted, but 1/3 grade will be deducted for each class day it is late.

Participation (20% of total grade)

The purpose of evaluating your participation is to encourage and reward students who prepare for, and engage in, the habits of the mind. Thus, you will be evaluated on the extent and quality of your participation in the class. Your classroom participation grade will be based on the following criteria:

Excellence (A) requires that you play a leadership role in the large class discussion and your team, apply the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, and take responsibility for the direction of the class discussion and your team.

Above average (B) requires that you participate regularly in the large class discussion and your team, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, but you do not take a strong leadership role in the overall class discussion and the direction of your team.

Average (C) requires that you follow the discussion in the large class and your team, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and team.

Below average (D) requires that you occupy a seat and occasionally show signs of life.

Failure (F) requires that you occupy a seat but show no signs of life.

Campaign Presentation and Binder (20% of total grade)

For the final exam, students give a group presentation on your social action campaign. In addition, your group will turn in a campaign binder, which will be evaluated.

Final Letter Grade:

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

Course Outline[1]

Week class dates	In-class topics	What to do before class (see Canvas for a complete listing)	Assignment due
Week 1 Aug 19 Aug 21	Orientation & preliminaries Intro to globalization, key concepts & each other	Read: P. Levine & A. Saavedra "Universities Must Start Graduating Moore Good Citizens" Watch: PBS series "Commanding Heights: The Battle for the World Economy" (watch at least one full episode)	Welcome Quiz due Aug 21 (in class)
Week 2 Aug 24 Aug 26 Aug 28	Theorizing Globalization	Read: Change! CHANGE Student Victories (pp. xi-xii); Preface (pp. xiii-xviii) Skim: Yale University, Committee on Trust in Higher Education. (2026). *Report of the Committee on Trust in Higher Education* Watch: Bryan Stevenson – We Need to Talk About Justice (24 min	Bring a definition (or two) of globalization
Week 3 Aug 31 Sept 2 Sept 4	Globalization & Human Rights *Zoom Speaker (SC Forum)*	Read: McFarland (2015) AAAS Human Rights 101; Weston (1992) Human Rights; Change! Ch. 1 Issue development Watch: "Walk the Walk" video (first 15 min)	Portfolio 1 due F
Week 4 ~~Sept 7~~ Sept 9 Sept 11	Human Rights cont. Key treaties	Read: Change! Ch. 2, pp. 20-25; Plato's Allegory of the Cave Skim: UNDHR, ICESCR, ICCPR, UNCRC Watch: "Walk the Walk" video (2nd 15 min)	Portfolio 2 due F
Week 5 Sept 14 Sept 16 Sept 18	Global Civil Society	Read: Change! Ch. 3, pp. 28-40 Skim: Watch: Saul Alinksy, "I'd Organize Hell" (2:38-8:32)	Portfolio 3 due F
Week 6 Sept 21 Sept 23 Sept 25	Global Values	Read: Change! Ch. 4, pp. 43-50 & 53-58 & Ch. 6, pp. 72-79 Skim: World Values Survey website & Gapminder website Watch:	Portfolio 4 due F
Week 7 Sept 28 Sept 30 Oct 2	Research session	Read: Change! Ch. 5, pp. 59-68	Portfolio 5 due F
Week 8 Oct 5 Oct 7 Oct 9	Research session cont.;	Read: Ch. 7, pp. 81-97 Watch: Student Homeless Alliance	Portfolio 6 due F

[1] Course Outline is subject to change/ improvement as needed. The rate of coverage will depend on the speed and level of comprehension by the majority of students

Week 9 ~~Oct 12 &~~14 Oct 16	Individual Group Conferences	Conference times tba, WILL be during class sessions	
Week 10 Oct 19 Oct 21 Oct 23	Planning Campaign Kickoff	Read: Ch. 8, pp. 99-112 Safety Considerations Worksheet	Portfolio 7 due F
Week 11 Oct 26 Oct 28 Oct 30	Planning Campaign Kickoff	Read: Ch. 9, pp. 114-120	Portfolio 8 due F
Week 12 Nov 2 Nov 4 Nov 6	Finalizing Campaign Plains		
Week 13 Nov 9 Nov 11 Nov 13	Individual Group Conferences	Conference times tba, WILL be during class sessions	
Week 14 Nov 16 Nov 18 Nov 20	Evaluations of events & group dynamics	Read: Ch. 10	
Week 15 Nov 23 ~~Nov 25&27~~	Open drop in session		
Week 16 Nov 30, Dec 2 & 4	Campaign Presentations		
Exam week	No class – Campaign binders due Dec 9 at 5pm		

COURSE EXPECTATIONS

Grading Policy

Grades and comments on assignments will be posted on Canvas, typically within a week of submission. At the end of the semester, I *may* round up any grades that are less than one point away from the next letter grade unless you missed more than 3 class sessions.

Attendance & Participation

Your attendance and participation in class are expected, as is timely completion of assigned readings. Many class sessions will be discussion-based and lectures will cover material not available in the readings, therefore it is highly unlikely that you will do well on the exams and in the course if you do not attend class. We will also periodically do activities which count toward your participation grade — obviously, only those who come to class are able to participate in these activities.

Late Work & Tardiness

Prompt and regular attendance is a characteristic of professionals. Regular attendance is necessary for academic success in this course; therefore, students are expected to attend all classes and take notes. Because of the experiential and sequential nature of this course, your full participation in discussions and class activities

is essential. You may miss no more than three class sessions. If more than three classes are missed, an A in the class is not possible.
Please arrive to class on time. If you arrive to class more than 10 minutes late, miss more than 10 minutes of class, or leave from class early 10 minutes or more, you will be counted as absent and must make up the class as described below. Every three late arrivals/early departures count as an absence.
Assignments are due by 5:59pm on their scheduled date, via Canvas. Late work will be accepted for a reduction of 10% possible points per day for up to five days (possible 50% credit). NO late work is accepted during the last two weeks of classes.

Generative Artificial Intelligence
Generative AI tools may be used in this course for planning and collaboration, including brainstorming, outlining, and developing a basic understanding of a topic. However, GAI may not be used for reflective components of assignments, where the goal is for you to work through ideas and develop your own thinking. AI-generated content may not be submitted as your original work.
All uses of GAI must be disclosed and documented. You are responsible for verifying the accuracy of AI-generated information and for ensuring that AI supports, rather than replaces, your own learning and effort. Documentation may include a citation (see the MLA guidance for citing generative AI) or screenshots of your AI interactions, as appropriate. Failure to follow these guidelines may constitute an Honor Code violation.
I will examine GAI as part of the course. Generative AI is not neutral: it can produce inaccurate and biased information and raises important ethical concerns related to human labor, intellectual work, and environmental resources. My goal is to learn to use these tools responsibly without compromising the development of essential skills, including writing, communication, critical thinking, problem-solving, organizing ideas, and understanding different perspectives.
Guiding Principle: If AI supports your learning, it's likely fine. If it does the thinking for you, it's crossing a line.

Technology in the Classroom:
I expect that you will pay attention in class and that you will not distract your classmates. I will ask you to leave if I feel that you or your use of technology (i.e. playing on the internet, repeatedly texting, music, etc.) is a distraction. Also, do not wear earbuds or headphones in class.

Absences
• According to University policy, students missing the first two classes of the semester will be dropped from the roll. In addition, students who miss more than four class meetings (before the withdrawal deadline) and/or do not take the first exam will be dropped before the withdrawal deadline.
• You are responsible for any material you miss due to an absence from class.
• If you are absent for any reason on the day that an assignment is due, the assignment must still be submitted **on time**. I accept papers via email, thus making absence and printer problems unacceptable excuses.

Rescheduled exams, late assignments, extensions, etc.
• **Exams MUST be taken at the scheduled date and time**. Exams will only be rescheduled for extremely extenuating circumstances. Examples of extenuating circumstances include a death in the family, an accident or hospitalization (your own, NOT someone else's), etc. Having too much work (or other exams, assignments due on the same day) is **NOT** an extenuating circumstance. Anyone with a legitimate reason for rescheduling an exam MUST contact me as soon as the difficulty arises. All rescheduled exams will be essay format and will be taken at the earliest possible alternative time.
• **Students are permitted to leave the classroom upon completion of the exam. If for any reason a student needs to leave the classroom during an exam, the test will be submitted and considered completed.**
• I will accept late papers, but they will receive a substantial deduction of **one full letter grade per day** (that is per calendar day, not per class meeting).

• Extensions on assignments may be granted for (extremely) extenuating circumstances (see above for examples), provided I am made aware of the situation **before** the assignment is due. That said, I rarely give extensions so you should not count on having your request granted. You may not revise a paper for an improved grade, nor is there any opportunity to earn extra credit.

• Grade protests must be submitted in writing within two business of receiving a graded quiz, paper, or exam. You must indicate how many points you think you should have gotten and justify your request with evidence. Any protested quiz, paper, or exam is subject to a complete re-evaluation—your grade may go up or down. Written requests will only be considered for specific exams, quizzes, or assignments. The final course grade is a compilation of graded components throughout the semester. Therefore, you must challenge specific components when they are returned to you—**I will not consider any requests for adjustments to your final grade at the end of the semester.** • In general, I am much more accommodating of special circumstance and requests when they are made **early**. Please talk to me as soon as you anticipate a problem or conflict.

RELATED INFORMATION AND REQUIRED UNIVERSITY POLICIES

I reserve the right to modify this syllabus during the semester if necessary. In that case you will be notified by email, an announcement in class, and on Canvas.

Title IX

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.
The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members are strongly encouraged to report any instances of sexual harassment and sexual violence, to the University's Title IX Coordinator. What this means is that as your professor, I may have to report any incident of sexual harassment, sexual violence or misconduct, stalking, domestic and/or relationship violence that is directly reported to me, or of which I am somehow made aware. There are two important exceptions to this requirement about which you should be aware:
Confidential Resources and facilitators of sexual awareness programs such as "Take Back the Night and Aspire to be Well" when acting in those capacities, are not required to report incidents of sexual harassment.
Another important exception to the reporting requirement exists for academic work. Disclosures about sexual harassment, sexual violence, stalking, domestic and/or relationship violence that are shared as part of an academic project, a research project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX Coordinator.
This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Ms. Alesia Smith is the Executive Director for Equity Compliance and the Title IX Coordinator. Her office is located at 223 Holtzendorff Hall, phone number is 864.656.3181, and email address is alesias@clemson.edu.

Student Disability Services:

http://www.clemson.edu/sds/
Clemson University is committed to providing educational opportunities for all students and assisting them in making their college experience successful and positive. In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Clemson University recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activity. SDS coordinates the provision of reasonable accommodations for students with disabilities. All

reasonable accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment.

If you have a disability that may impair your participation in this course, you need to notify the course instructor and the Office of Student Disability Services before the course begins. This web site describes the available services, policies, and procedures.

Academic Misconduct

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form." When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, the instructor must make a formal written charge of academic dishonesty, including a description of the misconduct to Dr. Jeff Appling, Senior Associate Dean of Undergraduate Studies. The reporting instructor may, at his/her discretion, inform each involved student privately of the nature of the alleged charge. In cases of plagiarism (I.B.2.) instructors may use the Plagiarism Resolution Form available from the Office of Undergraduate Studies. Instructors using this form for the first time must consult with Dr. Jeff Appling (japplin@clemson.edu) prior to meeting with the student.

Weather

If the University is closed due to inclement weather or other unexpected emergency on a day on which an assignment is due or exam is scheduled to be given, I will contact you via email to provide any rescheduling details. In the event that I am unable to contact you (due to power/internet outages, etc.), you may assume that the assignment will be due or exam will be given at the next class meeting.

Academic Honesty (Clemson University Undergraduate and Graduate Announcements):
"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

COVID-related Policies

For any student asked to quarantine/isolate because of exposure to the virus, inform me through the Notification of Absences for, so that I know you will be online and can support your learning in the class. You will also need to discuss with me any make-up work if you are absent. We should stay in touch! Since this is an in-person course, you are expected to return to in-person attendance once cleared by the University or once your illness/emergency is past. Please be aware that notification of illness / emergency / quarantine must be received within one week of the event, and you may be asked to provide documentation.