

## Term Information

Effective Term Summer 2023  
*Previous Value* *Spring 2022*

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Meet the citizenship theme requirements of the new GE.

**What is the rationale for the proposed change(s)?**

adjust to new GE

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3597.01
Course Title	World Problems in Global Context
Transcript Abbreviation	World Probs Global
Course Description	Sociological analysis of contemporary world societies - non-industrialized, industrializing, and industrialized - with special attention to major social institutions and patterns of social change.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

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## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

### **Exclusions**

**Electronically Enforced** No

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code** 45.1101  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore, Junior, Senior  
**Previous Value** *Senior*

## **Requirement/Elective Designation**

### **General Education course:**

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new); Citizenship for a Diverse and Just World  
The course is an elective (for this or other units) or is a service course for other units

### **Previous Value**

### *General Education course:*

*Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)*  
*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Sociological analysis of contemporary world societies - non-industrialized, industrializing, and industrialized - with special attention to major social institutions and patterns of social change.
- Students understand the benefits and limitations of different disciplinary perspectives.
- Students understand the benefits of synthesizing multiple disciplinary perspectives.
- Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

**Content Topic List**

- Globalization
- Development
- Political regimes
- Human rights
- Foreign aid
- Conflict
- Natural resources
- Poverty
- Food & water security
- Health
- Environment
- Population - urbanization & migration
- Education
- Culture
- Religion
- Social Movements

**Sought Concurrence**

No

**Attachments**

- Syllabus\_Global\_Problems\_GE 2.12.23.docx  
*(Syllabus. Owner: Downey, Douglas B)*
- Cover letter (2).docx  
*(Cover Letter. Owner: Downey, Douglas B)*
- GE Submission worksheet (2).docx  
*(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)*

**Comments**

- The faculty member has responded to the committee concerns (see cover letter). *(by Downey, Douglas B on 02/12/2023 09:46 AM)*
- Please see Panel feedback email sent 01/31/2023. *(by Hilty, Michael on 01/31/2023 12:14 PM)*
- Please select another effective term than SP23 as course changes for SP23 needed to have reached the Registrar's Office by Sept 1. Many thanks. *(by Vankeerbergen, Bernadette Chantal on 11/03/2022 04:58 PM)*

**COURSE CHANGE REQUEST**  
3597.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/12/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	11/03/2022 03:47 PM	Submitted for Approval
Approved	Downey, Douglas B	11/03/2022 03:47 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/03/2022 05:00 PM	College Approval
Submitted	Downey, Douglas B	11/03/2022 05:06 PM	Submitted for Approval
Approved	Downey, Douglas B	11/03/2022 05:06 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/29/2022 02:07 PM	College Approval
Revision Requested	Hilty, Michael	01/31/2023 12:14 PM	ASCCAO Approval
Submitted	Downey, Douglas B	02/12/2023 09:46 AM	Submitted for Approval
Approved	Downey, Douglas B	02/12/2023 09:46 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/12/2023 01:02 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/12/2023 01:02 PM	ASCCAO Approval

**Cover letter (comments and contingencies addressed) for Sociology 3597.01**

1. The syllabus is designed by the Sociology department faculty with primary teaching assignment at Marion Campus. Marion Campus has common statements for all syllabi <https://osumarion.osu.edu/faculty-and-staff/marion-campus-syllabus-statements.html>

This way there is a consistency with all the updates and all the information regarding the campus and university services/ policies is current. This link is inserted in the syllabus as is now customary for all the classes taught on Marion campus.

Needless to say, the common syllabus statements (e.g. Title IX, Academic Misconduct, Mental Health/ Counseling, etc.) will be adjusted depending on which campus this class is going to be taught.

2. All references to GEC have been removed and shifted to GEN or GE.
3. Additional two goals & accompanying ELOs have been integrated into the syllabus:
  - a. Goal 3: Successful students will analyze Citizenship topic at a more advanced and in-depth level than in the Foundations component.
  - b. Goal 4: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
4. The statement about GEN has been adjusted in the syllabus (as requested) to read: “*This course is approved for inclusion in the GEN Theme: Citizenship for a Diverse and Just World*”
5. The intended rank limits have been adjusted to include sophomores, juniors, and seniors.
6. More details are provided within the course syllabus as to how a student will engage with the idea of citizenship in the course assignments, including the final paper and portfolio (pp. 13-15).

# **Sociology 3597.01: *World Problems in Social Context***

**Spring XXXX**

**Instructor:** Marianna Klochko  
**Office:** MR 384B  
**E-mail:** klochko.1@osu.edu

**Lectures:** Tuesday & Thursday 1:30-2:50pm  
**Room:** MR 210  
**Office Hours:** TR 9-10:45am, 4:45-5:30pm and  
by appointment

## **Course Description:**

This course will include an overview of concepts and main theoretical perspectives used in sociology and an application of these theories to the study of global social problems. This course will require students to develop their critical analysis skills in viewing multiple social problems in the world. It is also the goal of this course to show students the impact of social institutions and social interactions on human behavior in the development of or response to social problems.

**Credit hours and work expectations:** This is a three-credit hour, graded course that meets twice a week for one hour and twenty minutes. According to Ohio State rules, one credit hour translates to three hours per week of the average student's time. In this course, students should expect three hours per week spent on direct instruction (class sessions, instructor content, and Carmen activities, for example) and up to six additional hours completing reading and assignments, as outlined below.

## **STUDENT LEARNING OUTCOMES**

It is expected that upon completion of this course all students will have either acquired or begun to:

- To be able to gain the ability to think critically.
- To improve oral communication skills by being able to clearly defend, with evidence, one's opinions.
- To acquire a respect for the viewpoints of others.
- To develop the ability to hear and understand the strengths and weaknesses in the arguments of others and in one's own.
- To understand the global social problems associated with contemporary society.
- To examine global societal problems by applying the "sociological imagination".
- To learn to write brief and concise, but thorough analyses.
- To improve and refine their writing and comprehension skills.

## **GEN REQUIREMENTS:**

This course is approved for inclusion in the GEN Theme: **Citizenship for a Diverse and Just World**

**Theme: Citizenship for a Just and Diverse World**

Goals	Expected Learning Outcomes	Related Course Content
<p><b>GOAL 1: <u>Citizenship:</u></b>  <b>Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.</b></p>	<p><b>1.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Citizenship is central to the subject of global social problems. As such the course content, goals and expected learning outcomes are all, almost by definition, engage with a range of perspectives on a local, national, and global citizenship. Students will study both the textbook as well as original texts about inequality, gender, crime, education, war, democracy, genocide, corruption, etc. from the global perspective, observing how a specific social problem manifests itself locally as well as globally. Students will delve into understanding of specific countries/ cultures to sharpen their knowledge with exposure to a deeper understanding of a problem in specific cultural and historical context. For example, as we approach democracy and human rights subject students are asked to consider cross-cultural research which focuses on the development of democracy across time and space. They need to explore how democracy developed in the US, as well as the future of democracy globally. They are asked to contemplate the possibility of autocratic ascendancy and to critically analyze the readings to support their argument.</p>
	<p><b>1.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Students will explore and reflect on how one’s geopolitical location affects their position in local as well as global social structure; how the nature of social problems changes as we move from one society to another and how the social problem manifests itself in different locales. Through class discussions and portfolio development students can see the interconnectedness of our world and of people leading seemingly very different lives. Each global problem strengthens this local- global connection. For example, as we consider crime in global context, one of the subthemes include corruption. Students are tasked to analyze different theoretical approaches to corruption contributing to their conceptual framework understanding. Additionally, they are exposed to the peer-reviewed articles which explore how corruption manifests itself in different cultural contexts and the role the national culture plays in combatting corruption.</p>
<p><b>GOAL 2: <u>Just and Diverse World:</u></b>  <b>Successful students will examine notions of justice amidst</b></p>	<p><b>2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Students will consider how specific culture, the level of economic development and a past experience affect society’s position in global structure; how the struggle for democracy manifests itself across the globe and locally; what</p>

<p><b>difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.</b></p>		<p>is the role of technology and access to it in societies' ability to engage in constructive alleviation of social problems.</p> <p>For example, as we discuss the issue of global inequality and poverty students are exposed to conceptual understanding of inequality. They are asked to consider what poverty looks like in poorer and formerly colonized countries vs. in advanced global economic power houses.</p> <p>Students are also tasked to compare different approaches to globalization: whether globalization is conducive to reduction of global poverty or is it one of the catalysts for widening the gap between powerful and powerless. What are the implications for poverty alleviation for the countries which are part of the global South vs. global North?</p>
	<p><b>2.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>Students will analyze how different social addresses affect one's access to necessities, technology, peace, and justice.</p> <p>They will consider both individual as well as society's positions in systems of inequality and its effects of the future development in global context.</p> <p>Students address multiple aspects of global perspective on citizenship and justice. For example, economic globalization offers new opportunities for both entrepreneurship and innovation, yielding new solutions to old problems. It also offers the prospect of concentrating ever more wealth in the hands of a few and of inflicting reckless schemes and monopolies.</p> <p>Political globalization offers the hope that a world of war will be replaced by a world of law, of universal human rights, and of new respect for labor and environment, built into transnational agreements. Political globalization also offers the prospect of rule by global elite, a powerful few who impose their will on the planet through repression, occupation, and the endless reach of bureaucracy.</p> <p>When students approach each social problem (in discussion, reading, and final project completion) they are asked to consider the future solutions and impact on both local and global communities.</p>
<p><b>GOAL 3:</b> Successful students will analyze Citizenship topic at a more advanced and in-depth level than in</p>	<p><b>3.1</b> Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>Students will study both the textbook as well as original texts about inequality, gender, crime, education, war, democracy, genocide, corruption, etc. from the global perspective, observing how a specific social problem manifests itself locally as well as globally. Students will delve into understanding of specific countries/ cultures to sharpen their knowledge with exposure to a</p>



<p>the Foundations component.</p>		<p>deeper understanding of a problem in specific cultural and historical context. For example, as we approach democracy and human rights subject students are asked to consider cross-cultural research which focuses on the development of democracy across time and space. They need to explore how democracy developed in the US, as well as the future of democracy globally. They are asked to contemplate the possibility of autocratic ascendancy and to critically analyze the readings to support their argument.</p>
	<p><b>3.2</b> Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. Each global problem covered in class is approached by focusing on key theories and historical background. Students are asked to consider the textbook, peer-reviewed articles or chapters, global institutions' reports (for example, UN report on human trafficking or Brookings Institution report on global poverty), as well as a variety of media sources (popular magazine articles, documentaries, blogs, and podcasts). Students then consider the place of the problem in larger theoretical context. They analyze how the global discourse and utilizing different media outlets can shift the salience of the problem for the intended audience. For their final project students are asked to include at least five peer-reviewed articles (sources) as well as general media outlets sources. This allows them to have a very deep and sophisticated understanding of at least one global social problem of their choice.</p>
<p><b>GOAL 4:</b> Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they</p>	<p><b>4.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>The approach of this course is both multinational and multidisciplinary: the students are asked to explore global social problems in breadth as well as depth (especially in their final project). As there is a wide variety of material for each social problem students are challenged to consider multiple approaches: both theoretical as well as policy - oriented solutions. Class discussions focus on comparing and contrasting different ideas and asking to defend one's point of view with available evidence. For example, a part of the portfolio for the class involves comparison of global problem coverage and analysis by popular media and scholarly outlets. This allows students to consider and analyze different viewpoints as well as the evidence provided to substantiate these viewpoints.</p>

<p>anticipate doing in future.</p>		<p>Students are also asked to consider a <u>general analysis framework</u> for the understanding of the social problem, such as: How has the social problem you have chosen come to be defined as a problem? What are the causal factors (social, political, economic and/or cultural) that have led to the social problem's coming to a fore? Why has the social problem you have chosen remained in or fallen out of the public spotlight? What are the potential solutions to the problem?</p> <p>In addition to general analysis framework, students are asked to consider specifics of the social problem, perhaps using historical and cultural knowledge they are acquiring as we cover different global social problems.</p> <p>This class asks students to engage in much reading, analysis, discussion, and synthesis. Because of the amount and quality of work required the class is considered advanced.</p>
	<p>4.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>All these subjects will require students to consider their position in the local as well as global social structure (citizenship in context of local-global connection). They are also asked to explore how they can build a better and more just world, as they are tasked with current situation analysis, as well as the consideration of solutions for the future.</p> <p>Students will complete a final project and a presentation on global social problem not already discussed in depth in class. Students will complete a portfolio consisting of a 300-word abstract of their topic, bibliography of at least five academic and mainstream media sources. At the end of the semester, they will submit 10-12 pages research paper and present their findings in a 15 minutes oral and visual presentation.</p>

**Expected sociological learning outcomes:**

- 1) Understand the theories and methods of social scientific inquiry as they apply to the study of global social problems.
- 2) Understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts; and
- 3) Comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.
- 4) Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
- 5) Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Course Materials:**

Sernau, Scott. 2022. *Global Problems: The Search for Equity, Peace, and Sustainability*, 4<sup>th</sup> edition ISBN-13: 978-1-4786-4722-5

The textbook can be purchased at the publisher's website: [www.waveland.com](http://www.waveland.com) or [www.amazon.com](http://www.amazon.com)

**Recommended texts:**

1. "Global issues", Annual editions, McGrawHill
2. "Taking sides: clashing views on global issues", McGraw Hill

**Class Participation:**

Attendance is very important, and it will influence your final grade.

**Grading:**

Presentation	10	(see guidelines below)
Term Paper	20	(see guidelines below)
Portfolio	10	(see guidelines below)
Exam (midterm)	15	
Final exam	15	
Participation	15	
<u>Quizzes</u>	<u>15</u>	

**Total**                                **100**

In assigning final grades—there is no curving. It is, therefore, possible for everyone to get an A. It is also possible (although quite unlikely) for everyone to fail. In assigning final grades, I will use the following basic scheme:

A	93 and above
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	60-66.99
E	less than 59.99

**Readings:**

It is expected that you do the assigned readings in advance, so you arrive to the class prepared. Having already an even general familiarity helps to absorb the material at the lecture easier and provides a basis for participating in class discussions and answering questions posed to the class. Also, if you are doing a presentation on a reading it might be useful to do research and read an outside of class material and present it to class at the time of your presentation. Try to write down your questions/comments on the reading—this will help you to participate in discussion and prepare for exams. As you do the readings, keep the following questions in mind:

- What is the reading about?
- What is the main point?
- Are the arguments persuasive?
- Does the analysis apply to my life/context/culture?
- What is the most interesting thing I learned from the reading?

### **Discussion participation rules:**

In a good discussion session, interventions by different participants are linked to one another. A given point is followed up and the discussion therefore has some continuity. In many class discussions, however, each intervention is unconnected to what has been said before. Participants are concerned with figuring out what brilliant comment they can make rather than listening to each other and reflecting on what is being said. In general, therefore, participants should also add to what has just been said rather than launch a new train of thought, unless a particular line of discussion has reached some sort of closure.

**Types of interventions:** not every class intervention has to be an earth-shattering comment or a brilliant insight. One of the reasons why some students feel intimidated in class is that it seems that the stakes are so high, that the only legitimate comment is one that reveals complete mastery of the material. There are several general rules about comments that should facilitate broader participation in class:

- a. No intervention should be regarded as “naïve” or “stupid” if it reflects an attempt at seriously engaging the material. It is often the case that what seems at first glance to be a simple or superficial question turns out to be among the most intractable.
- b. It is as appropriate to ask for clarification of readings or previous comments as it is to make a substantive point on the subject matter.
- c. If the pace of the discussion seems too fast to get a word in edgewise, it is legitimate to ask for a brief pause to slow things down. It is fine for there actually be a moment of silence in a discussion

**Class website:** Class website is provided by CARMEN at [www.carmen.osu.edu](http://www.carmen.osu.edu). Please visit the website often since it has many resources for the class.

**Questions/Issues:** If you want to discuss something that is bothering you, you have special needs, you need some help, or you would like to just have a conversation—please do not hesitate to contact me via e-mail and set an appointment.

**POLICIES:**

Common syllabus statements for students on Marion campus: <https://osumarion.osu.edu/faculty-and-staff/marion-campus-syllabus-statements.html>

**Class attendance and punctuality:** Attendance records will be kept at the beginning or at the end of each class to note attendance and absences. Class attendance will be considered when final grade is determined. Please come to class on time. If you come late, you may have trouble following the lecture. Also, other students and I find it distracting. It is your responsibility to get class notes if you are absent.

**Papers:** all papers and any assignments must be *submitted typed and 1.5 spaced*

**Missing exams:** if you missed an exam and you want to take it later you need to present me with sufficient reason. Please inform me of your absences in advance if you can.

**Missing a class:** if you miss a class it is entirely your responsibility to catch up with the class, including following the syllabus, completing all the necessary assignments as well as copying your classmates' notes. If you have difficulties understanding something, please feel free to consult the instructor.

**Food and drink in classroom:** non-alcoholic drinks and snacks are permitted if they do not cause class disruption or result in littering. In other words, no chips or other noise-making food are allowed. And clean-up afterwards is expected.

**Cellular phones, computers, and beepers:** please turn off all cellular phones, laptops, beepers, or any other potentially disruptive equipment.

**Office hours:** please do not hesitate to stop by my office even outside of my office hours. Make an appointment in order to guarantee your spot. It is always a good way to get to know me better and a good way for me to get to know you, your issues, problems, as well as to discuss your performance in this class. These visits provide you with the opportunity to receive clarification or to receive special assistance with any problems you may be experiencing in the class, to discuss sociologically relevant issues. Being of assistance to you is part of my job, so please do not hesitate to take advantage of this time.

**Diversity:** The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages everyone to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

<b>Class Session</b>	<b>Topic</b>	<b>Readings/Assignments</b>
01/08	Welcome!	Introduction to the course and course requirements & library research guidelines
01/10	The global century & social problems	Sernau: Introduction: pp. 1-15 “State of the future report” 19.1, Executive Summary & 15 Global challenges (pp. 1-8)
01/15	Class: a world of rich and poor	Chapter 1 (pp.17-51)
01/17	Globalization and inequality	Laurence Chandy & Geoffrey Gertz, 2011, “With little notice, Globalization reduced poverty” ( <i>YaleGlobal Online</i> , July 5, pp.1-3); Branco Milanovic, 2014, “Tale of two middle classes” ( <i>YaleGlobal Online</i> , July 31, pp.1-3); Eric Maskin, 2014, “Globalization is increasing inequality” (WorldBank, June 23, pp.1-4) Ronald Inglehart. 2016. “Inequality and Modernization: Why Equality Is Likely to Make a Comeback”, 95 <i>Foreign Affairs</i> . Pp. 2-10 Francois Bouguignon. 2016. “Inequality and Globalization: How the Rich Get Richer as the Poor Catch Up, 95 <i>Foreign Affairs</i> . Pp. 11-15  <i>Recommended:</i> Laurence Chandy & Geoffrey Gertz, 2011, “Poverty in numbers: the changing state of global poverty from 2005 to 2015”, <i>Brookings institution report</i> ; pp.1-23 Michael Specter, 2014, “Seeds of Doubt”, <i>New Yorker</i> (August 25, pp.1-23);
01/22	Work and Trade: The Global Assembly Line	Chapter 2 (pp.53-84)
01/24	Gender and Family	Chapter 3 (pp.85-116)
01/29	Education	Chapter 4 (pp.117-148)
01/31	Crime	Chapter 5 (pp.151-178)
02/05	Mafia & Human Trafficking	Moises Naim, 2012, “Mafia States: organized crime takes office”, <i>Foreign Affairs</i> , May/June (pp.1-7) Gould J.J. 2012. ”Slavery’s modern Comeback”, <i>The Atlantic Magazine</i> , December 19, (pp.1-13); <i>Global Report on Trafficking in Persons</i> (key findings, executive summary, Chapter 1, choose one region from chapter 2, pp. 7-50, pp.51-56)

		Susan Tiano. 2012. "Human Trafficking: a perfect Storm of contributing factors", in <i>Solving Social Problems: Borderline Slavery" Mexico, United States, and the Human Trade</i> , edited by Susan Tiano and Brianne Bigej, Ashgate Publishing Ltd. (pp.15-48)
02/07	Drug Trade	World Drug Report (pp.1-29) Global Commission on Drugs Report (pp.5-48) Humphreys, Keith et al 2018. "Opioids of the Masses: stopping an American epidemic from going global", <i>Foreign Affairs</i> , 97 (May/June): 118-129
02/12	Corruption	Daniel Kaufmann, 2012. "Rethinking the fight against Corruption", <i>Brookings</i> , November 29, pp.1-3. Branko Milanovic, 2007, "Globalization and the Corrupt States", <i>YaleGlobal</i> , November 2, pp.1-3; Randi L. Sims, Baiyun Gong and Cynthia P. Ruppel 2012. "A contingency theory of corruption: the effect of human development and national culture", <i>The Social Science Journal</i> , 49: 90-97 Xiaohui Xin and Thomas K. Rudel. 2004. "The context for political Corruption: A Cross-National Analysis", <i>Social Science Quarterly</i> , 85 (2): 294-309
02/14	War	Chapter 6 (pp.179-216)
02/19	War	Jakub Grygiel and A. Wess Mitchell. 2014. "Limited War is Back", <i>The National Interest</i> , September/October, pp. 37-44 Robert D. Kaplan, 2009. "The revenge of geography", <i>Foreign Policy</i> , May/June: 96-105 Moore, Daniel 2017. "Struggling with Cyber: a critical look at waging war online", pp.1-10. Mueller, John. 2018. "Nuclear weapons don't matter", <i>Foreign Affairs</i> , 97 (Nov/Dec): 10-15 Colby, Elbridge. 2018. "If you want peace, prepare for nuclear war", <i>Foreign Affairs</i> , 97 (Nov/Dec): 25-32 Miller et al. 2018. "Averting the Warpath", <i>The National Interest</i> , March/April: 73-84 Jones, Seth. 2018. "The great Irregular Game", <i>The National Interest</i> , Sep/Oct: 57-64  <i>Recommended:</i> McFaul, Michael 2018. "Russia as it is: a grand strategy for confronting Putin", <i>Foreign Affairs</i> , 97 (Jul/Aug): 82-91 Stella, Rick. 2016. "From cyberwarfare to drones, the future of conflict is electronic", <i>Digital Trends</i> , pp.1-19

02/21	Democracy and Human Rights	Chapter 7 (pp. 217-250)
02/26	Democracy under stress?	<p>“Democracy under stress: is representative government in retreat worldwide?” Oct. 2017. <i>CQ Researcher</i>, (pp.869-892)</p> <p>Weyland, Kurt &amp; Raul Madrid 2018. “Liberal Democracy is stronger than Trump’s populism”, <i>The American Interest</i></p> <p>Inglehart, Ronald. 2018. “The age of insecurity: Can democracy save itself?”, <i>Foreign Affairs</i>, 97 (May/June), 20-28</p> <p>Yascha Mounk; Roberto Stefan Foa 2018.”The End of the Democratic Century: Autocracy's Global Ascendance”, 97 <i>Foreign Aff.</i>, 29-36</p> <p><i>Exam review</i></p>
02/28	<b>EXAM</b>	
03/05	Ethnicity and Religion	Chapter 8 (pp. 251-283)
03/07	Terrorism	<p>Martin Gassebner and Simon Luechinger. 2011. “Lock, stock, and barrel: a comprehensive assessment of the determinants of terror”, 149: 235-261</p> <p>Robert Agnew. 2010. “A General Strain theory of terrorism”, <i>Theoretical Criminology</i>, 14(2): 131-153</p> <p>Ian Robertson, 2014, “The Science behind Isis Savagery”, <i>The Telegraph</i>, August 18, 1-5;</p> <p>Daniel Byman, 2017. “How to Hunt a Lone Wolf: Countering Terrorists Who Act on Their Own”, 96 <i>Foreign Aff.</i>, 96- 105</p>
<b>03/11-03/17</b>	<b>SPRING BREAK</b>	
03/19	Genocide	<p>Samantha Power, 2001, “Bystanders to Genocide”, <i>The Atlantic Magazine</i>, September 1, pp. 1-31;</p> <p>Robert Coalson, 2013, “What’s the difference between crimes against humanity and genocide”, <i>The Atlantic Magazine</i>, March 19, pp. 1-4;</p> <p>Brehm, Hollie N. 2017. “Re-examining risk factors of genocide”, <i>Journal of Genocide Research</i>, 19 (1): 61-87</p> <p><b>*LITERATURE REVIEW DUE</b></p>
03/21	Holodomor	<p>Perloff, James. “Holodomor: the secret Holocaust, the New American” 2/16/2009, Vol. 25 Issue 4, pp. 31-37</p> <p>Excerpts from “<i>Holodomor Reader</i>” (pp. 187-225).</p> <p>+ <i>Online resources:</i></p> <p>Holodomor basic facts (pp.1-6)</p>



		Holodomor facts and history: pp.1-3 Documentary “Harvest of Despair: the unknown holocaust” 2004 + reflection
03/26	Urbanization	Chapter 9 (pp. 288-324)
03/28	Population and Health	Chapter 10 (pp. 325-369) <b>*FINAL PAPER OUTLINE DUE</b>
04/02	Population crisis	Goldstone, Jack A. 2010. “The new population bomb: the four megatrends that will change the world”, <i>Foreign Affairs</i> , vol. 89 (1): 31-43 Longman, Philip. 2011. “The world will be more crowded-with old people”, <i>Foreign Policy</i> , 188: 1-3 “Japan’s population crisis”. 2014. <i>The Week</i> , January 17: 11 Beech, Hannah. 2013. “Why China needs more children”, <i>Time</i> : December 2: 36-39. Global aging institute report (pp. 1-14) Documentary “Don’t panic’ the facts about population” (2013) + reflection
04/04	Technology and Energy	Chapter 11 (pp.371 -414)  -Benefits and risks of artificial intelligence (1-11)  -AI: We are like children playing with the bomb (interview with Tim Adams), pp. 1-9  <b>*COMPARISON ESSAY DUE-</b> compare a scholarly account of a global social problem of your choice to a popular media account
04/09	Ecology	Chapter 12 (pp. 415- 460)  Joshua Busby. 2018. Warming World: Why <b>Climate Change</b> Matters More than Anything Else, 97 <i>Foreign Aff.</i> 49-55  Varun Sivaram; Teryn Norris. 2016. The <b>Clean Energy</b> Revolution: Fighting Climate Change with Innovation, 95 <i>Foreign Aff.:</i> 147-156
04/11	Global Trends	Glenn, Jerome C. 2014. “Our Global Situation and Prospects for the Future”, <i>The Futurist</i> , September-October, pp. 15-20 Global trends report “Paradox of Progress” (2017), pp. 1-24

		<i>Recommended:</i> Global Trends Report from National Intelligence Council (2012): 7-20  <b>EXAM REVIEW</b>
04/16	Presentations	
04/18	Presentations	<b>*FINAL PAPER DRAFT DUE</b>
<b>04/25</b>	<b>FINAL EXAM</b>	<b>*FINAL PAPER &amp; PORTFOLIO DUE</b>

### Assignments:

*-Attendance and participation* in class discussions and activities. More than two unexcused absences will reduce your participation grade by one letter grade. Participation contributes 15% to your final grade. Discussion participation rules and types of contributions are discussed on p. 4 of this syllabus. As we discuss a multitude of global problems in class note that your participation will be graded based on a quality of your contributions: for example, can you describe a number of perspectives on any given problem we cover in class (ELO 3.1; 3.2); can you consider a multitude of solutions based on different approaches (ELO 4.1).

*-Reading quizzes:* are due for each class the readings are assigned (~ 23) constituting 15% of the total grade. The quizzes will be administered online before each class starts. Each brief quiz (~ 5 questions) will test your comprehension of readings through multiple choice or true/false questions.

*-Exams:* there are two exams in the class each contributing 15% to the grade. The exams consist of Multiple choice, true/false as well as short answer questions. The questions on the exam, especially short answer type of questions would ask you to reflect on the material covered, taking into account both local and global intersection of the citizenship and how it affects your understanding of one's position in the larger social structures (ELO 1.1; 1.2; 2.1; 2.2)

*-Portfolio:* Over the course of the term, you will develop a "Global social problem portfolio" which contributes 10% to your grade. The goals of portfolio assembly will help you to acquire specific library research skills, to learn to annotate articles, and to differentiate scholarly from popular media accounts. Most importantly, you will be able to develop your own understanding of a social problem that matters to you.

#### Components of the portfolio:

1. 300 words abstract of your chosen topic.
2. Choose your problem and find 5 peer reviewed articles on it.
3. Annotate your 5 articles on the problem or do the literature review. Note that literature review can be used directly in your final paper, but the annotations would have to be re-written.
4. Find newspaper/popular journal accounts of your problem (ELO 3.2).
5. Compare a scholarly account of your problem to a popular media account (ELO 4.1)

6. Outline your term paper.
7. Develop your thinking on your social problem into a draft of your term paper (ELO 3.1, 3.2; 4.2).
8. Write a short essay reflecting on your engagement with the problem (ELO 4.2).

*-Presentation:* contributes 10% to your grade. The presentation will be scheduled for the last week of the semester. It should last about 10-15 minutes (including Q and A). You should briefly outline the subject of your research. Your presentation will be evaluated on the basis of clarity, understanding the material presented (e.g. 'see the forest') and ability to effectively present your own critical point of view. Your ability to handle questions will also affect your grade.

*- Final paper:* contributes 20% to your grade. As a final project for this course, you will analyze a global social problem of your choice. The result of your research will be a **10-12 pages** final paper (excluding references) and a presentation to the class. You will need to look at both popular and scholarly work on the subject. The scholarly work cited in the paper should include at least 5 peer-reviewed articles on the subject. Try to choose a social problem not discussed (in detail) in class.

Central topic of the paper:

How has the social problem you have chosen come to be defined as a problem?

What are the causal factors (social, political, economic and/or cultural) that have led to the social problem's coming to a fore?

Why has the social problem you have chosen remained in or fallen out of the public spotlight? What are the potential solutions to the problem?

Variation on the main theme:

Why has something not become a social problem? What are the causal forces that have kept a social phenomenon from becoming defined as a social problem?

Although the topic for the paper is very open-ended, you must develop a central and unifying argument for your paper. Also, you need to support arguments with evidence to show how and why you are reaching a particular conclusion. Unsubstantiated arguments will not strengthen your project.

One emphasis for this project will be the causal factors that have led to the definition of a particular condition as a social problem. You also should uncover reasons that lead to the condition itself (examples - What factors lead to an increased divorce rate? or What characteristics are associated with illegal drug use?), as well as potential solutions for the problem.

The following are guiding ideas for your papers. You should consider all the following applicable questions, but not all the following issues need to appear in your final draft. Your final draft, however, should include at least 6 of the ideas listed below.

- What is the history of the social problem? Has it always been a public concern? Has its definition changed over time? What are the competing definitions? Is there a consensus that it is in fact a social problem?

- What are the popular misconceptions and myths surrounding the social problem? How have these misconceptions influenced the natural history of the social problem and its popularity?
- What agents (politicians, advocacy groups, nonprofit agencies, social groups, social categories, etc.) first defined the situation as a social problem? What agents have kept it in the international spotlight? Have any groups challenged the definition of it as a social problem?
- What has been the role of the media? How has media coverage fluctuated during the history of the social problem?
- How is the problem related to the social structure? How is the issue of power connected to the social problem? What are the power relationships between those defining the problem and those directly affected?
- What has been the role of the state or governmental institutions in defining, controlling, or attempting to eliminate the problem? What have been the consequences of the state's intervention or neglect?
- What public debates surround the issue? Who are the competing sides? What are their moral and empirical claims? What does each side see as the problem's solution? What solution do you propose?
- What theoretical perspective or/and theory best explains your social problem? What cannot be answered by this perspective?
- How does this problem relate to other social problems we have discussed?

Note that your final paper and the presentation of your work in class is your '*piece de resistance*': an opportunity to show what you have learned during the semester and how you were able to apply both the new concepts, ideas, theories and information to one problem that interests you the most. This work ultimately requires you to engage in independent research, analysis and creative way to share your findings with the audience, demonstrating your ability to incorporate the newly found understanding of a citizenship theme in your efforts.

In assessing your work, I will be looking for how well you have mastered the knowledge you were exposed to during the semester.

For example, were you able to employ a range of perspectives to your problem (ELO 1.1)?

Did you discuss how this problem is understood in historic and cultural context (ELO 1.1)?

Did you analyze them and how they manifest in mass media accounts and popular perceptions (ELO 3.1 & ELO 4.1)?

Did you use at least 5 peer-reviewed articles to explore different scholarly accounts of an issue and how it fits into one of larger theoretical frameworks discussed in class in a course of the semester (ELO 3.2);

Did you reflect how one's geopolitical location affects their experience with a specific social problem? (ELO 1.2 & 2.1)?

Did you analyze how different social addresses of individuals affected one's interactions with structures of power, wealth, and a possibility of contribution to the social change (ELO 2.2)?

**Submission worksheet:**

How the class fits within the focal theme:

The course takes a sociological approach to the question of global social problems. As such, the class could be broadly divided into three major components: challenges of global inequalities (in life chances, wages and work, gender and education), conflict and violence on all levels (from crime to politics, terrorism to war), as well as the issue of sustainability, urbanization, population challenges and environmental destruction. All these subjects will require students to consider their position in the local as well as global social structure (citizenship in context of local-global connection) and how one can build a better and more just world, as they are asked not only to analyze current situation but to consider solutions for the future. This class is proposed to be a part of General Education curriculum because of the number of global nature issues covered in class. After taking this class the students can be sure to call themselves a “global citizen” given the level of exposure to many ideas and the multidisciplinary framework used to approach them. In fact, in the past students commented that everybody should be taking this class because of how much they have learned and how important this knowledge is for the educated individual in 21<sup>st</sup> century.

Each subject is explored by focusing on key theoretical ideas and enough history to understand the background of contemporary problem. The approach is both multinational and multidisciplinary: the students are asked to explore the social problems in both breadth as well as depth (especially in their final project). This class asks students to engage in much reading, analysis, discussion, and synthesis. Because of the amount and quality of work required the class is considered advanced.

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
<p><b>GOAL 1: <u>Citizenship:</u></b>  <b>Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.</b></p>	<p><b>1.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Citizenship is central to the subject of global social problems. As such the course content, goals and expected learning outcomes are all, almost by definition, engage with a range of perspectives on a local, national, and global citizenship. Students will study both the textbook as well as original texts about inequality, gender, crime, education, war, democracy, genocide, corruption, etc. from the global perspective, observing how a specific social problem manifests itself locally as well as globally. Students will delve into understanding of specific countries/ cultures to sharpen their knowledge with exposure to a deeper understanding of a problem in specific cultural and historical context.</p>

		<p>For example, as we approach democracy and human rights subject students are asked to consider cross-cultural research which focuses on the development of democracy across time and space. They need to explore how democracy developed in the US, as well as the future of democracy globally. They are asked to contemplate the possibility of autocratic ascendancy and to critically analyze the readings to support their argument.</p>
	<p><b>1.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Students will explore and reflect on how one’s geopolitical location affects their position in local as well as global social structure; how the nature of social problems changes as we move from one society to another and how the social problem manifests itself in different locales. Through class discussions and portfolio development students can see the interconnectedness of our world and of people leading seemingly very different lives. Each global problem strengthens this local- global connection.</p> <p>For example, as we consider crime in global context, one of the subthemes include corruption. Students are tasked to analyze different theoretical approaches to corruption contributing to their conceptual framework understanding. Additionally, they are exposed to the peer-reviewed articles which explore how corruption manifests itself in different cultural contexts and the role the national culture plays in combatting corruption.</p>
<p><b>GOAL 2: <u>Just and Diverse World:</u></b>  <b>Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.</b></p>	<p><b>2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Students will consider how specific culture, the level of economic development and a past experience affect society’s position in global structure; how the struggle for democracy manifests itself across the globe and locally; what is the role of technology and access to it in societies’ ability to engage in constructive alleviation of social problems.</p> <p>For example, as we discuss the issue of global inequality and poverty students are exposed to conceptual understanding of inequality. They are asked to consider what poverty looks like in poorer and formerly colonized countries vs. in advanced global economic power houses. Students are also tasked to compare different approaches to globalization: whether globalization is conducive to reduction of global poverty or is it one of the catalysts for widening the gap between powerful and powerless. What are the implications for poverty alleviation for</p>

		the countries which are part of the global South vs. global North?
	<p><b>2.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>Students will analyze how different social addresses affect one’s access to necessities, technology, peace, and justice.</p> <p>They will consider both individual as well as society’s positions in systems of inequality and its effects of the future development in global context.</p> <p>Students address multiple aspects of global perspective on citizenship and justice. For example, economic globalization offers new opportunities for both entrepreneurship and innovation, yielding new solutions to old problems. It also offers the prospect of concentrating ever more wealth in the hands of a few and of inflicting reckless schemes and monopolies.</p> <p>Political globalization offers the hope that a world of war will be replaced by a world of law, of universal human rights, and of new respect for labor and environment, built into transnational agreements. Political globalization also offers the prospect of rule by global elite, a powerful few who impose their will on the planet through repression, occupation, and the endless reach of bureaucracy.</p> <p>When students approach each social problem (in discussion, reading, and final project completion) they are asked to consider the future solutions and impact on both local and global communities.</p>
<p><b>GOAL 3:</b> Successful students will analyze Citizenship topic at a more advanced and in-depth level than in the Foundations component.</p>	<p><b>3.1</b> Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>Citizenship is central to the subject of global social problems. As such the course content, goals and expected learning outcomes are all, almost by definition, engage with a range of perspectives on a local, national, and global citizenship. Students will study both the textbook as well as original texts about inequality, gender, crime, education, war, democracy, genocide, corruption, etc. from the global perspective, observing how a specific social problem manifests itself locally as well as globally.</p> <p>Students will delve into understanding of specific countries/ cultures to sharpen their knowledge with exposure to a deeper understanding of a problem in specific cultural and historical context.</p> <p>For example, as we approach democracy and human rights subject students are asked to consider cross-cultural research which focuses on</p>

		<p>the development of democracy across time and space. They need to explore how democracy developed in the US, as well as the future of democracy globally. They are asked to contemplate the possibility of autocratic ascendancy and to critically analyze the readings to support their argument.</p>
	<p><b>3.2</b> Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. Each global problem covered in class is approached by focusing on key theories and historical background. Students are asked to consider the textbook, peer-reviewed articles or chapters, global institutions' reports (for example, UN report on human trafficking or Brookings Institution report on global poverty), as well as a variety of media sources (popular magazine articles, documentaries, blogs, and podcasts). Students then consider the place of the problem in larger theoretical context. They analyze how the global discourse and utilizing different media outlets can shift the salience of the problem for the intended audience. For their final project students are asked to include at least five peer-reviewed articles (sources) as well as general media outlets sources. This allows them to have a very deep and sophisticated understanding of at least one global social problem of their choice.</p>
<p><b>GOAL 4:</b> Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they</p>	<p><b>4.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>The approach of this course is both multinational and multidisciplinary: the students are asked to explore global social problems in breadth as well as depth (especially in their final project). As there is a wide variety of material for each social problem students are challenged to consider multiple approaches: both theoretical as well as policy - oriented solutions. Class discussions focus on comparing and contrasting different ideas and asking to defend one's point of view with available evidence. For example, a part of the portfolio for the class involves comparison of global problem coverage and analysis by popular media and scholarly outlets. This allows students to consider and analyze different viewpoints as well as the evidence provided to substantiate these viewpoints.</p>



<p>anticipate doing in future.</p>		<p>Students are also asked to consider a <u>general analysis framework</u> for the understanding of the social problem, such as: How has the social problem you have chosen came to be defined as a problem? What are the causal factors (social, political, economic and/or cultural) that have led to the social problem's coming to a fore? Why has the social problem you have chosen remained in or fallen out of the public spotlight? What are the potential solutions to the problem? In addition to general analysis framework, students are asked to consider specifics of the social problem, perhaps using historical and cultural knowledge they are acquiring as we cover different global social problems. This class asks students to engage in much reading, analysis, discussion, and synthesis. Because of the amount and quality of work required the class is considered advanced.</p>
	<p><b>4.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>All these subjects will require students to consider their position in the local as well as global social structure (citizenship in context of local-global connection). They are also asked to explore how they can build a better and more just world, as they are tasked with current situation analysis, as well as the consideration of solutions for the future. Students will complete a final project and a presentation on global social problem not already discussed in depth in class. Students will complete a portfolio consisting of a 300-word abstract of their topic, bibliography of at least five academic and mainstream media sources. At the end of the semester, they will submit 10-12 pages research paper and present their findings in a 15 minutes oral and visual presentation.</p>