**SOC278 Trelstad**

**Final Project**

**Integrating Sustainability Summer 2013**

I plan on incorporating more sustainability-related issues into SOC278 Global Sociology. In Sociology we teach globalization by exploring flows of money, information and people. One of the big ideas here is interconnection. We explore trade policy, popular culture and immigration trends to find examples of this interconnection. Students uncover ways that race, class and gender determine the kind of opportunities that one has or doesn’t have access to.

**Sustainability Teaching Mission Statement:**

One consequence of the western emphasis on individualization is isolation. This isolation breeds a lack of attention to the condition of those around us. Eventually we come to see our problems as our own, unrelated to those of any other. This condition eats away at our ability to develop and use compassion. In this class we will form think tanks centered on grappling the more difficult course material. We will dive into what Paulo Friere has labeled the “problem posing approach”. That is, learning how to question the dominant society by exploring themes like sustainability, cross-cultural inclusion, pluralistic perspectives, social justice, de-marginalization, and appropriate leadership in reform activities.

We will examine a variety of material and:  
1) dissect the values and ideologies inherent in the material  
2) critique the authors’ bias and attitudes  
3) dig for omissions and question the reasoning behind them  
We will turn the status quo upside down by analyzing common industries such as entertainment, politics and trade; looking for ways in which such industries enable the very problems they are supposed to be solving.

With your group, you will develop solutions to these social problems that you have identified. All voices will be welcomed as we attempt to create a democratic classroom that embodies what Bell Hooks calls, **“breaking through the false construction of the corporate university as set apart from real life and seeking to re-envision schooling as always, as part of our real world experience, and our real life”**.

**Statement connecting Sustainability to my Discipline:**

In Sociology we study culture and society, and at the heart of that is people. Sustainability teaches us to look at things from a systems perspective made of interdependent parts including but not limited to the environment. So when we look at human systems we began to see how people of every race, class and gender share in common this planet Earth. Looking deeper than that we can also see how some people have access to clean drinking water, healthy food and a clean living environment, while others do not. So sustainability, within the discipline of sociology, naturally takes on an element of social justice.

**Teaching Strategies**

I plan to incorporate a variety of teaching strategies, including: lecture, assigned readings, films, simulation exercises, games, student-led seminars and short answer examination questions.

**Teaching Portfolio**

* **Ecological Footprint Exercises**
* Have students calculate their own ecological footprints using the free interactive simulator at: <http://www.footprintnetwork.org/en/index.php/gfn/page/calculators/>

Students report the number of Earths it takes to sustain their lifestyle and why. They explore simple actions to change their carbon footprint and choose one action to follow.

* Have students calculate their footprint and then recalculate it with hypothetical changes to their lifestyle to determine which changes would have the most impact on their footprint (tell students to experiment with different, though reasonable, answers to the questions). Afterwards, have students write a journal response that addresses the following questions: How much land area does it take to support your lifestyle? What are your biggest areas of resource consumption? What could you do individually to decrease your ecological footprint? Etc.
* Journal Reflection on environmental equity: Have students research the ecological footprint of the United States and compare it to other countries. Introduce the concept of environmental equity. Have students write a journal reflection addressing the question of fairness in terms of resource consumption.
* Have students read James Gustave Speth's chapter on "Consumption" and then discuss or have them write about the limits of green consumption.  
    
  (4) Assign excerpts from the book "Afluenza" or the movie by the same name and discuss whether overconsumption is a sickness in the United States.
* Follow-up Journal: Students write weekly reflective journal entries about their attempts at behavioral change based on calculating their carbon footprint. They look at how culturally bound their lifestyles are. This is a nice low stakes assignment. Students are evaluated on their sociological observations and ability to articulate observations in an ethnographic framework. Much like a breaking social norms exercise.
* **Global Trade Game**
* This will be an in-class exercise for extra-credit to demonstrate what happens when individuals focus on their self-interest at the expense of the collective interest.
* **Film: Problema**  <http://www.problema-thefilm.org/>
* This is one of my favorite films currently. It documents a think tank of over one hundred brilliant minds as they attempt to answer some of the world’s most difficult questions. The music and artwork throughout this film are breathtaking. I show 4-5 minutes of it at the beginning of each seminar to inspire students to think big.

**Original Course Outcomes and Sustainability Outcomes Map to Assignments**

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| **ORIGINAL OUTCOMES** | **SUSTAINABILITY** | **ACTIVITY** | **ASSESSMENT** |
| \* Explain current theories of globalization. | Synthesize and communicate an understanding of social, economic, and environmental systems  in the context of sustainability. | **Lecture:**  ***Facebook Generation & Global Citizenship***  **Reading: *Globalization (book)***  ***Film: This is What Democracy Looks Like*** | Examination Essay Question: (graded) |
| \* Analyze the histories of global interconnectedness on a micro and macro level. | Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world. | **Film: *Life and Debt***  **Reading: *Jihad vs. McWorld (book)***  **Lecture:**  ***How Globalism & Tribalism Are Reshaping The World*** | Paper: Transnational Corporation Research Paper (graded)  Examination Essay Question: (graded) |
| \* Identify key terms such as stratification, colonialism, marginalization, and decolonization. | Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environment and economic crisis. | **Lecture:**  ***The Rise of Market-Based Governance***  **Film: *One Percent*** | Examination Essay Question (graded) |
| \* Argue the pros and cons of globalization. | Synthesize and communicate an understanding of social, economic, and environmental systems  in the context of sustainability. | **Lecture: *Neoliberal Globalization vs. Anti-Globalization*** | Game: *The Good, The Bad & The Ugly* (ungraded)  Examination Essay Question: (graded) |
| \* Specify a variety of ethical as well as ethnic and cultural perspectives on globalization. | Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world. | **Film: “Problema”**  **Lecture:**  ***Transnational Corporations & Humanitarian Law*** | Weekly Student-led Seminars (graded)  DIY: Facebook Project (graded)  Examination Essay Question: (graded) |
| \* Explain possibilities for the future of globalization. | Apply practical solutions to real world challenges. | **Reading: YES Magazine article, “DeCorporatizing Your Money”, share findings in groups**  **Lecture:**  ***Hybridity in Fashion, Food & Music*** | Examination Question: “What is one way you can decorporatize your money?” (graded) |
| \* Articulate the impact of globalization on their own lives. | Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world. | **Lecture:**  ***Commodity Chains and World Trade***  ***Lecture:***  ***Free Trade vs. Fair Trade*** | Simulation Exercise: Global Trade Simulation (ungraded)  Winning teams earn 10 points extra credit.  Examination Essay Question: (graded) |

***SOC 278***

**GLOBAL SOCIOLOGY**



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| **Instructor:** | **Katherine Greenland Trelstad, M.Ed.** |
| **Email:** | **katherine.trelstad@bellevuecollege.edu** |
| **Quarter:** | **Winter 2013** |
| **Dates:**  **Classroom:** | **Monday- Thursday 11:30am- 12:20pm**  **C164 HYBRID** |
| **Office:**  **Phone:** | **A100F**  **425.564.2590** |
| **Office Hrs:** | **Monday-Thursday 8:45-9:20am** |

**Course Description**

Welcome! SOC278: Global Sociology explores a variety of current political, economical, cultural, and social changes that are transforming our world. Investigate globalization and its consequences, drawing on new theoretical ideas from sociology, and other related fields. Using literature, art, music, history, film and popular culture, we will examine how countries are increasingly interconnected by flows of information, money, and people.

**Required Course Textbooks**

* Zinn, Maxine Baca, and D. Stanley Eitzen. *Globalization*. Third ed. Cengage, 2012.
* Barber, Benjamin R. *Jihad vs. McWorld*. London: Corgi, 2011. Print
* Handouts and articles, all of which are available through our course website. Students can print these handouts for free in the N Bldng.

**Learning Objectives**

After participating, discussing and completing this course, a successful student will be able to:

    \* Explain current theories of globalization   
    \* Analyze history of global interconnectedness on a micro and macro level   
    \* Identify key terms such as stratification, colonialism, marginalization, and decolonization   
    \* Argue the pros and cons of globalization   
    \* Specify a variety of ethical and cultural perspectives on globalization   
    \* Explain possibilities for the future of globalization   
    \* Articulate the impact of globalization on their own lives

**Learning Experiences**

A typical weekly schedule is as follows:

**Mondays:**

***STUDENT LED SEMINAR*-** We will create a democratic classroom that embodies what Bell Hooks calls, **“breaking through the false construction of the corporate university as set apart from real life and seeking to re-envision schooling as always, as part of our real world experience, and our real life”**. This group seminar will focus on the week’s reading assignment. Students will use handwritten note cards as discussion starters. ***You are required to participate in each class by engaging in dialogue*** with your peers.

**Tuesdays:**

***LECTURE*-** We will dive into what Paulo Friere has labeled the **“problem posing approach”.** That is, learning how to **question the dominant society** by exploring themes like cross-cultural inclusion, pluralistic perspectives, social justice, personal empowerment, de-marginalization, and appropriate leadership in reform activities. We will **examine** a variety of material and:

*1)* ***dissect*** *the values and ideologies inherent in the material*

*2)* ***critique*** *the authors’ bias and attitudes*

*3)* ***dig*** *for omissions and question the reasoning behind them*

We will **turn the status quo upside down** by analyzing common industries such as entertainment, politics and the economy; looking for ways in which such entities enable the very problems they are supposed to be solving.

**Wednesdays:**

***FILM/ART/MUSIC-*** We will explore a variety of media related to the field of Globalization. These media will serve to augment weekly reading assignments and lectures. Studying important pieces of film, art and music will help us **discover popular culture’s role not just in “American” culture, but in the larger scope of globalization**. Weekly exposure to film, music and art will become a source for discussion, dissection and debate in student-led seminars.

**THURsdays:**

***PEER INQUIRY GROUP WORK*-** We will **form think tanks centered on grappling the more difficult course material.** One consequence of the western emphasis on individualization is isolation. This isolation breeds a lack of attention to the condition of those around us. Eventually we come to see our problems as our own, unrelated to those of any other. This condition eats away at our ability to develop and use COMPASSION.

For *all* of your written work: Submit proofread work only. Work not proofread will be returned once for a rewrite, and expected to be handed in within 48 hours. If you need help writing or proofreading, pleas make use of the following student support services:

* Academic Success Center: http://bellevuecollege.edu/academicsucces/
* Academic Tutoring Center: http://bellevuecollege.edu/tutoring
* TRiO Student Support Services: http://bellevuecollege.edu/TRiO
* Writing Lab: <http://bellevuecollege.edu/writinglab>

**Assignments**

* **“Quiz Notes” Notecards. Prepare at least one 3x5 inch notecard FOR EACH READING ASSIGNMENT** with copious notes from textbook. Look up words you don’t understand. Notecards can be used during quizzes, so take notes on anything and everything important. At the top of each note card, include your name, date and the readings that you are including notes for.

**Note Cards are due every Monday AND Wednesday at the beginning of class.**

* **Transnational Corporation (TNC) Research Paper.** Write a 4-5 page formal research report on a TNC of your choice. High quality papers will additionally address the growth in the TNC’s earnings, labor practices, pay rates, and social issues arising as a result of it going global. The data you gather for your report will help you form your opinions of the company, which will be expressed in your Facebook Project. Details for this paper can be found on Canvas in the file titled, *Research Paper Outline*.

**Research Papers are due on Friday, February 17th.**

* **Facebook Project.** Create a Facebook page, from scratch, for a TNC of your choice (same TNC as your Research Paper). Each week there will be a new assignment for an element to add to your page. Therefore, at the end of 10 weeks you will have 10 required elements for your project. Use your project to express your opinions, addressing the critical question, “If corporations are like people, what kind of people are they?” Details for this project can be found on Canvas in the file titled, *Facebook Project*.

**Facebook projects will be presented in class starting Wednesday, March 13th.**

* **Quizzes**. All four open-note, open-book quizzes are 50 points each, and cover material from assigned readings as well as lectures and films viewed in class. All quizzes are given on our Canvas class website. You may take each quiz once, and are allowed 50 minutes to complete your quiz once you’ve started. Quizzes will always open on Thursday after class and close three days later, on Sunday at midnight.

**Quiz #1 opens on Thursday, January 10th, and covers material from weeks 1-2.**

**Quiz #2 opens on Thursday, January 31st, and covers weeks 3-5.**

**Quiz #3 opens on Thursday, February 21st, and covers weeks 6-8.**

**Quiz #4 opens on Thursday, March 14th, and covers weeks 9-11.**

**Assessment criteria**

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| **Assignment** | **Points Grade Percentage** |
| 18 Quiz Notes Cards (10 pts ea.) | 180 (18%) |
| Facebook Project | 300 (30%) |
| TNC Research Paper | 200 (20%) |
| 4 Quizzes (50 pts each) | 200 (20%) |
| Attendance/ Participation | 120 (12%) |
| **Total Points Possible** | **1,000 (100%)** |

**Course Requirements**

**Accountability:** Come to class every day and on time. *Credits may be denied for repeat tardiness, or failure to attend classes.* You should be looking at your syllabus on a weekly basis so you know what is expected of you in class. You are expected to read the material and complete weekly reflection papers prior to class. All assignments are time sensitive, so no late work will be accepted**.** Assignments must be turned in complete and on time to receive points. If you know you are going to be absent for a class you can send your assignment in with a classmate. For this reason I urge you to get the contact information of several people in your class in the first week of the quarter. Shit happens, be prepared!

**Contribution:** This class requires maximum participation. Note that 12% of your final grade is based on participation. This means you will have many opportunities to ask and answer questions, volunteer your well thought-out discussion contributions, comment based on the readings and in general, be an active, vocal participant in class. Please come to class well rested, and ready to roll your sleeves up and get involved.

**Integrity:** in·teg·ri·ty –noun: adherence to moral and ethical principles; soundness of moral character; honesty. I expect your behavior in our classroom be respectful. Continued disrespectful behavior may result in your being asked to leave, and your grade lowered. Electronic devices are not allowed without permission**.** If I see them, they will be mine!

**Compassion:** In studying a subject as dynamic as sociology, the necessity to make choices among conflicting values is bound to arise and to generate ethical dilemmas. Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, *it's an opportunity for learning*. You may be confronted with subject matter that is difficult to watch, see, discuss or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Your responsibilities are to follow the ground rules for class discussions and use compassion in conversation (especially when passionate, frustrated, or angry) during presentations, seminars and group work. When differences do present themselves, I will always invite students to consider the possibility that there is more than one right answer.

**Honesty:** Plagiarism means taking another’s work and citing it as your own. Cheating is dishonest and fraudulent. If you are caught plagiarizing, you risk automatic loss of course credit. Refer to Bellevue College’s website for more details.

\*\*If you have any questions about anything relevant to sociology, please email me. When you email me using my BCC EMAIL, ALWAYS put in the SUBJECT LINE the following in the order: **SOC101 – YOUR NAME – SUBJECT**

***For example: SOC210 – Jane Doe – Question about chapter 2***

**\*\*General Guidelines for Written Work\*\***

**1. Typed in Times New Roman, 12 point font, double-spaced, one inch margins & stapled.**

**2. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw from.**

**3. Title pages and bibliographies are not counted in final page count.**

**4. Student information is a the top left of the page, single spaced.**

**Course Calendar**

**Tentative Class Schedule and Summary of Assignments**.

**Note*:***The scheduled assignments and course content are subject to change at the discretion of the faculty member(s). Please be available during Week Twelve to accommodate any required changes in schedule (e.g., in response to emergency situations).

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| **Session** | **Topic and Schedule** | **Assignments** |
| **Week One**  01/02-01/04  (Optional film: “Thirst”) | globalization street art***What is Globalization?*** |  |
| Wednesday  January 02 | **15m** Roll Call & Introduce Me  **30m** Course Syllabus- show Canvas  **5m** Exchange numbers with two new people | ***Readings:***  This Syllabus! |
| Thursday  January 03 | **10m** Roll Call & Student Led review of first class  **20m**  Lecture 1- Prezi: Facebook Generation & Global Citizenship  (Bring books *Grown Up Digital* & and *The Dumbest Generation*)  20m Create PIGS groups using sectors: Financial, Oil&Gas, Tech, Telecomm, Consumer Goods/Services, Health Care, Entertainment, Transportation  **Reminder:** Out of class assignment this week is:  Buy a copy of the *Wall Street Journal, The Financial Times,*  *The Economist, Business Week, Forbes, Fortune* or some  similar pro-business magazine or paper and look for an article  in which the editorialist or policy maker or corporate executive  says something along the lines of: ‘we need to change in this  way because of globalization’ or ‘because of the need to remain  globally competitive, we need to do x’. Cut out the article or  copy it and bring it to class next Thursday. If you can’t find an  article like this, at least find an advertisement used by a TNC  that uses globalization imagery to market itself (for examples see images on this syllabus), and bring that to class next Thursday. |  |
| **Week Two**  01/07-01/11 | ***Globalization 101:***  ***An Introduction***  *arab mcdonalds mcdonalds china0* |  |
| Monday  January 07 | **40m**  Explain Seminars using About Student-LedSeminars.pdf  Explain the film *Problema*  *http://www.youtube.com/watch?v=vk7fQUG3vd4*  YouTube: Problema, part 1, (stop at 14:08 min)  Use Seminar Qs, 15 for small groups, 40 for class discussion | ***Due:******Notecard #1***  Eitzen/Zinn,  Chptr 1, ALL |
| Tuesday  January 08 | **10m** Go over Facebook Project Outline  **40m** Research Workshop w/ Cadi (library) |  |
| Wednesday  January 09 | **10m** Roll Call  **40m**  Lecture 2a- Globalization 101 | ***Due:******Notecard #2***  *Barber, Introduction,*  *pgs 3-20* |
| Thursday  January 10 | **10m** Roll Call  **40m** Lecture 2b-Transnational Corporations & How They are  Like People (Uneven rights of personhood: the corporation vs.  humanitarian law)  **20m** groups share articles, talk about how TNCs are linked to  globalization  **Reminder:** Out of class Assignment this week is  *See Facebook Project Outline on MyBC* | ***Bring magazine article to class (this was last week’s hybrid assignment).***  ***QUIZ #1***  ***Closes at midnight on Friday.*** |
| **Week Three**  01/14-01/18 | ***Critiquing Theories of Globalization:***  ***The Good, The Bad, and The Ugly***  globalization_cartoon |  |
| Monday  January 14 | **45m**  Student-Led Seminar  Use Seminar Qs, 15 for small groups, 30 for class discussion | ***Due:******Notecard #3***  Eitzen/Zinn, Chapter 2, articles 1-4 |
| Tuesday  January 15 | **50m** Lecture 3- Neoliberal Globalization vs. Anti-Globalization  visions |  |
| Wednesday  January 16 | **50m** Introduce Facebook Project, using Project Outline  Start Facebook pages in class  Show example of professor’s page  Incorporate your magazine article into your page by adding the  quote as your very first wall posting.  Go over out of class assignment for this week  Questions? | ***Due: Notecard #4***  Barber, pgs 23-32 |
| Thursday  January 17 | **50m** Special Guest Lecturer: Chuck D  **Reminder:** Out of class Assignment this week is:  *See Facebook Project Outline on MyBC* |  |
| **Week Four**  01/21-01/25 | **Transnational Migration:**  **The Ambiguities and Tensions of Diaspora**  East%20India%20Company |  |
| Monday  January 21 | **NO SCHOOL!** |  |
| Tuesday  January 22 | **60m** Student-Led Seminar  YouTube: Problema Pt.1 start at 14:08-end, Pt. 2 stop at 5:10 min)  Use Seminar Qs, 15 for small groups, 40 for class discussion |  |
| Wednesday  January 23 | **50m** Lecture 4- When, Where, Why and How Have TNCs  Globalized… Commodity Chains and World Trade | ***Due:******Notecard #5***  Eitzen/Zinn, Chapter 3, articles 5,6 &7 |
| Thursday  January 24 | **15m** Seminar Groups Check in about Facebook Projects, Questions?  Majoria-Menoria excersise  *(*alternative, film: *WalMart, the High Cost of Low Prices)*  **Reminder:** Out of class Assignment this week is  *See Facebook Project Outline on MyBC* |  |
| **Week Five**  01/28-02/01 | **Economic Globalization:**  **Flows of Money from National to Transnational Spheres**  **nike2** |  |
| Monday  January 28 | **60m** Student-Led Seminar  YouTube: Problema Pt. 3 all  Use Seminar Qs, 15 for small groups, 40 for class discussion | ***Due : Notecard #6***  Eitzen/Zinn, Chapter 4, articles 10,11 &12 |
| Tuesday  January 29 | **50m** Lecture 5- Free Trade vs. Fair Trade  Check our BC’s Library: “Films On Demand”   * Arguments for Free Trade * Arguments for Fair Trade |  |
| Wednesday  January 30 |  | ***Due: Notecard #7***  *Barber, pgs. 33-58* |
| Thursday  January 31 | **15m** Seminar Groups Check in about Facebook Projects, Questions?  **50m** You Tube Video: How the Fed Works  Play 2:58-5:28, then discussion  Play 5:28-8:30, then discussion  Money Making Game: Banks say housing market sucks. Govt asks FED for 10bil for new housing loans. FED creates bonds, exchanges for promissory notes, banks get new money. Banks loan 9bil to home buyers, who deposit their money in other banks, who give more loans.  **Reminder:** Out of class Assignment this week is  *See Facebook Project Outline on MyBC* | ***QUIZ #2***  ***Closes at midnight***  ***On Friday.*** |
| **Week Six**  02/04-02/08 | **Political Globalization:**  **Power & The New Challenges of Governance**  blu+argentina+photo+BA+Street+Art+buenosairesstreetart |  |
| Monday  February 04 | **60m**  Student-Led Seminar  YouTube: Problema Pt. 4 beginning to (end at) 14 minutes  Use Seminar Qs, 15 for small groups, 40 for class discussion | ***Due: Notecard #8***  Eitzen/Zinn, Chapter 5, articles 16,17 &18 |
| Tuesday  February 05 | **50m** Lecture 6A- The Rise of Market Based Governance |  |
| Wednesday  February 06 | **60m** Film: *This is What Democracy Looks Like* | ***Due: Notecard #9***  *Barber, pgs. 59-87* |
| Thursday  February 07 | **15m** Seminar Groups Check in about Facebook Projects, Questions?  **50m** PIGS work:  Peer edit paper drafts  **Reminder:** Out of class Assignment this week is  *See Facebook Project Outline on MyBC*  *“I’m grading Facebook Pages on Monday, make sure you’re caught up!”* | ***Due: Bring to class, one copy of your research report for each PIG in your pen. Read each other’s reports and edit/offer ideas for improvement.*** |
| **Week Seven**  02/11-02/15 | **Cultural Globalization:**  **People and Forms in Circulation**  wall-street-protest |  |
| Monday  February 11 | **60m** Student-Led Seminar  YouTube: Problema Pt.4 start at 14m &Pt. 5 end at 4:30  Use Seminar Qs, 15 for small groups, 40 for class discussion | ***Due:******Notecard #10***  Eitzen/Zinn, Chapter 6, articles 19,20 & 21 |
| Tuesday  February 12 | **50m** Lecture 7A- How Globalism and Tribalism are Reshaping the World (segue with Jihad vs. McWorld) |  |
| Wednesday  February 13 |  | ***Due: Notecard #11***  *Barber, pgs. 155-168* |
| Thursday  February 14 | Film: *Life And Debt*  **15m** Seminar Groups Check in about Facebook Projects, Questions?  **Reminder:** Out of class Assignment this week is  *See Facebook Project Outline on MyBC* | ***Due Friday: TNC Research papers due to be posted to turnitin.com by midnight.*** |
| **Week Eight**  02/18-02/22 | **The Restructuring of Social Arrangements:**  **Gender, Families and Relationships**  african kids circle |  |
| Monday  February 18 | **NO SCHOOL!** |  |
| Tuesday  February 19 | **50m** Lecture 8A- The Death of Marriage in America and Beyond  *How does money, affluence, jobs or lack of it influence families?* |  |
| Wednesday  February 20 | **20m** Lecture 8B- Slow Food and other social re-arrangements  Calculate Eco-Footprint, introduce EC opportunity  **80m** Film: *One Percent* | ***Due:******Notecard #12***  Eitzen/Zinn, Chapter 7, articles 22,24 &26 |
| Thursday  February 21 | **15m** Seminar Groups Check in about Facebook Projects, Questions?  **80m** Film: *One Percent*  **Reminder:** Out of class Assignment this week is  *See Facebook Project Outline on MyBC* | ***QUIZ #3***  ***Closes at midnight on Friday.*** |
| **Week Nine**  02/25-03/01 | **The Globalization of Social Problems:**  **What If Every Chinese Person Wants Their Own Car?**  chinese traffic jamchinese bicyclists |  |
| Monday  February 25 | **60m** Student-Led Seminar  YouTube: Problema start at 20:30 until end 24:00  Use Seminar Qs, 15 for small groups, 40 for class discussion | ***Due:******Notecard #14***  Eitzen/Zinn, Chapter 8, articles 27,29 &30 |
| Tuesday  February 26 | **50m** Lecture 9- Hybridity in Fashion, Food and Music |  |
| Wednesday  February 27 |  | ***Due: Notecard #12***  Barber, pgs. 169-183 |
| Thursday  February 28 | **15m** Seminar Groups Check in about Facebook Projects, Questions?  **Reminder:** Out of class Assignment this week is  *See Facebook Project Outline on MyBC*  *“I’m grading Facebook Pages on Monday,make sure you’re caught up!”* |  |
| **Week Ten**  03/04-03/08 | **Changing Global Structures:**  **Resistance & Social Movements**  ktun129l |  |
| Monday  March 04 |  | ***Due:******Notecard #15***  Eitzen/Zinn, Chapter 9,  articles 33,35,36 &37 |
| Tuesday  March 05 | **50m** Lecture 10- Taking the Middle Ground on Globalization  YES magazine exercise  Sign up for project presentations  **60m** Student-Led Seminar  YouTube: Problema Pt. 5 start at 5:35 until end  Use Seminar Qs, 15 for small groups, 40 for class discussion |  |
| Wednesday  March 06 |  | ***Due: Notecard #16***  *Barber,*  *pgs.236-246* |
| Thursday  March 07 | **15m** Seminar Groups Check in about Facebook Projects, Questions?  **111m** Film: *Battle in Seattle*  **Reminder:** Out of class Assignment this week is  *See Facebook Project Outline on MyBC*  *“I’m grading Facebook Pages on Monday,make sure you’re caught up!”* |  |
| **Week Eleven**  03/11-03/15 | [https://encrypted-tbn2.google.com/images?q=tbn:ANd9GcR0W3HBTbIwJH3L_vr732gEFqD3cIRGkEmIDqVYjuBCc-e6lCKjIr0wuiVK](http://www.google.com/imgres?hl=en&sa=X&biw=1280&bih=822&tbm=isch&prmd=imvns&tbnid=m6omVBiUfUPZKM:&imgrefurl=http://www.toonpool.com/cartoons/McDonaldization_7995&docid=yFd5pguX2LJj1M&imgurl=http://www.toonpool.com/user/613/files/mcdonaldization_79955.jpg&w=500&h=351&ei=zXzvTqSkN6KciAKhs_CwBA&zoom=1&iact=rc&dur=78&sig=108166236738000058803&page=2&tbnh=116&tbnw=159&start=25&ndsp=28&ved=1t:429,r:4,s:25&tx=75&ty=60)***Rethinking Globalization:***  ***Between Here and There*** |  |
| Monday  March 11 | **50m** FACEBOOK PROJECT PRESENTATIONS  5 Students present, 10 minutes each | ***Due: Notecard #17***  Eitzen/Zinn, Chapter 10, articles 38,39 &40 |
| Tuesday  March 12 | **50m** FACEBOOK PROJECT PRESENTATIONS  5 Students present, 10 minutes each |  |
| Wednesday  March 13 | **50m** FACEBOOK PROJECT PRESENTATIONS  5 Students present, 10 minutes each | ***Due: Notecard #18***  *Barber, pgs. 293-300* |
| Thursday  March 14 | **50m** FACEBOOK PROJECT PRESENTATIONS  5 Students present, 10 minutes each  No Hybrid assignment this week! |  |
| **Week Twelve** | **Final Exam Week:**  (Attendance required Monday, March 18th 11:30am-1:20pm) | ***FOURTH QUIZ***  ***Closes at midnight***  ***On Monday.*** |

**Bellevue College’s Rules and Regulations:**

* **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (“I”). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”).
* **F Grade:** Students who fail a course will receive a letter grade of "F.”
* **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
* **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
* **Hardship Withdrawal:** Instructors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
* **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.
* **Students Who Require Disability Accommodations:** Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation.  The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.  Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.
* **Distribution of Grades:** Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.
* **Return of Papers and Tests:** Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

**Students with Disabilities:**

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.

As always, I’m looking forward to having a great quarter! ☺