# SOCI 116-01 Global Society

## Course and Contact Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Peter Chua</th>
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<tbody>
<tr>
<td>E-Messaging</td>
<td>Please use Canvas &lt;Inbox&gt; for electronic communication</td>
</tr>
<tr>
<td>Communication</td>
<td>Please check your Canvas &lt;Announcements&gt; regularly</td>
</tr>
<tr>
<td>Course Format</td>
<td>This course combines real-time instruction (via in-person and online using the Zoom video conferencing software with designated location &amp; date/time sessions) with guided online modules and materials to deepen and advance your learning.</td>
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<tr>
<td>Class Sessions (In-Person &amp; Zoom)</td>
<td>Clark Building 310 (in-person) and Zoom link available via the Canvas course site (online)</td>
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<tr>
<td>Class Days/Time</td>
<td>Tuesdays and Thursdays, 10:30 – 11:45 a.m. (see Canvas schedule)</td>
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<tr>
<td>Office Location</td>
<td>DMH 223</td>
</tr>
<tr>
<td>Student Hrs. (In-Person &amp; Zoom)</td>
<td>Tuesdays &amp; Thursdays 12 noon – 1 p.m., and by appointment</td>
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<tr>
<td>Prerequisite</td>
<td>SOCI 1 Introduction to Sociology and junior-level standing</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Completion of at least one other sociology courses to appreciate fully the issues and debates discussed in this course</td>
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<tr>
<td>Course Website</td>
<td>sjsu.instructure.com</td>
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To log-in, use:
- Your 9-digit SJSU ID number as the username
- Your SJSUOne password as the password

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**COVID-19 Health and Safety Campus Practice:** Keeping our SJSU community safe is of utmost importance in the pandemic. Students, faculty, and staff are expected, such as, to (1) wear a mask while indoors on campus, regardless of vaccination status, (2) keep current with their COVID-19 vaccinations or exemptions, (3) stay home if COVID-19 related symptoms exist, (4) participate in any required COVID-19 testing, and (5) abide appropriate SJSU health/safety protocols and Santa Clara County health orders.

**Notification in Case of Changes to Course Modality due to the COVID-19 Pandemic:** Depending on the course of the COVID-19 pandemic, the university may make changes to the way in-person classes are offered. If this happens, please look for university announcements and course messages (via emails and Canvas Inbox messages) about changes to this in-person course.
What You Will Learn: Course Description

Global and international processes increasingly influence our lives, producing inequalities, opportunities, and challenges. Many of us living in the United States take part routinely in shaping the directions of these social processes and outcomes. So, this upper-division undergraduate course introduces you ways to develop a more sustained sociological description and analysis related to:

- Global and international processes,
- The impacts of these processes on various communities, particularly those in the Third World, and
- How communities actively respond to these issues.

To promote greater global justice solidarity, this semester we will discuss and analyze concepts and engage in learning activities related to: (1) capitalism and Third World development, (2) international power and inequalities, and (3) global and Third World justice movements related to national democratic, workers, peasant, indigenous, and women’s issues, campaigns, and struggles.

Course Learning Outcomes (CLOs)

The outcomes of this class are for you to:

CLO1: Identify the major aspects to global and Third World social problems, particularly related to social inequalities and global injustice

CLO2: Explain global and international inequalities as related to countries, workers, peasants, and women

CLO3: Apply appropriate sociological perspectives (such as the maldevelopment perspective) to address international and Third World social problems

CLO4: Analyze various global and Third World issues through market-oriented (such as early modernization and neoliberal) and maldevelopment perspectives

CLO5: Evaluate the strengths and weaknesses of government policies and global justice struggles to address international and Third World social problems

CLO6: Develop more appropriate practical solidarity activities for participating in global justice struggles to address international and Third World social problems

Required Readings and Materials

Required Readings

  - At the campus bookstore:
    - New: $25.00 List Price
    - Used rental: $10.50
- *Sociology 116: Global Society Readings, Spring 2022*, Available at the Canvas site.

Reference Readings on Introducing Sociology and Social Problems

Technology Requirement and the Canvas Course Learning Management Platform

You are required to have regular access to:

• A dependable personal computer with capacity to access the internet and the Canvas learning management system course website
• A dependable web browser with appropriate settings and an updated version for your computer to access and use Canvas, library databases, and other relevant websites
• An office software suite with basic word-processing capacities as such LibreOffice (available free at www.libreoffice.org)
• An PDF reader app

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

SJSU operates a web-based learning management software called “Canvas by Instructure.” This course uses Canvas as its website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit selected assignments.

• See www.sjsu.edu/at/ec/canvas/index.html to familiarize yourself with the login process and security
• To reset your password, go to sjsuone.sjsu.edu/sjsuone/resetpassword/
• For technical support, go to isupport.sjsu.edu/ecampus/ContentPages/Home.aspx
• Contact me if you have course-specific questions on Canvas
• For context, guide, and challenges regarding technology security and privacy, see:
  o www.eff.org/deeplinks/2017/08/student-privacy-tips-students
  o www.eff.org/deeplinks/2020/03/what-you-should-know-about-online-tools-during-covid-19-crisis

The SJSU Library and Our Library Liaison

The library provides online tutorials on using the library and academic integrity (see library.sjsu.edu/online-tutorials). See login.libaccess.sjlibrary.org/login to get online access to library databases. Michael Aguilar[michael.aguilar(at)sjsu.edu], the library liaison to sociology, is available by appointment and for consultation.

How You’ll Know You’re Learning, What You’ll Be Doing: Course Requirement and Assignments

The following activities and assignments ensure that your successfully achieve your learning outcomes:

1. **Active participation** during in-person and peer-to-peer online discussions and activities, and with course learning materials (to assess CLO#1, #2, #3, #4, and #5): Required readings and activities provide introductory insights and important details on course concepts and perspectives. **Take good notes** on your questions. Please bring your questions and the readings to class so we can discuss them closely. If you do not understand specific readings, I urge you strongly to meet with me in my office, so we can discuss them more thoroughly. **Mini-lectures** focus on substantive
materials and analysis and expand on the materials introduce in the readings. The lectures relate to but not necessarily cover every important aspects of the readings. Make sure not to form improper habits of passive listening, passive notetaking, and regurgitation.

Evaluation of class engagement based on the following criteria: you are raising open-ended questions based on the readings, your attention to details in the readings, your ability to synthesize discussions, and your contribution in online and in-person discussion through critical dialogue and your active and frequent engagement with course learning materials. Factors that aid in your engagement include completing the assigned work before class, arriving to class on time and staying for the whole time, paying attention, and actively and respectively listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages, emails, or online websites not related to the course), reading any materials not related to the discussion, and not staying awake. You may not earn any credit related to participation if you miss ten or more class sessions (which is about 40% or more of the course).

Recording Zoom Classes

Portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then temporarily turn off identifying information from the Zoom session, including student name and picture, prior to recording.

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

2. Skill-practice “quiz”-survey responses (to assess CLO#1, #2, #3, #4, and #5): You are expected to complete several short skill-practice surveys. You’ll demonstrate your comprehension of readings and your ability to use and apply course concepts and perspectives.

3. Topical reflection and discussion posts (to assess CLO#1, #2, #3, #4, #5, and #6): You are expected to take part in shared reflection and discussion posts. These assignments ask you to apply and deepen your grasp of course concepts and perspectives. This is an occasion to build analytic bridges between course perspectives, differing points of view, and real-world issues.

4. End-of-semester assignment (to assess CLO#1, #2, #3, #4, #5, and #6): This assignment expands on issues raised in the readings, mini-lectures, and class activities and to improve your thinking and argumentative abilities. You will be expected to complete an assignment that analyzes a particular global and international issue. I will give details on this analytical assignment later in the semester.

5. Major reflection and discussion posts (to assess CLO#1, #2, #3, #4, #5, and #6): You’ll demonstrate your learning of concepts and perspectives and your ability to apply these perspectives through mid-term and end-of-semester reflections and discussion posts.
The University Policy S16-9, Course Syllabi (www.sjsu.edu/senate/docs/S16-9.pdf), requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination
More details can be found in University policy S17-1 (www.sjsu.edu/senate/docs/S17-1.pdf), which states that: “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

Approach to Grading
Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with on meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

Determination of Your Course Grade
The satisfactory completion of the following requirements determines your overall grade:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Category</th>
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<tbody>
<tr>
<td>15%</td>
<td>Active engagement with course materials during online &amp; in-class activities</td>
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<tr>
<td>25%</td>
<td>Analytical creativity in your “practice-by-doing” survey responses</td>
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<tr>
<td>20%</td>
<td>Topical reflections and discussion posts</td>
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<tr>
<td>30%</td>
<td>Two major reflections and discussion posts (15% each)</td>
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<tr>
<td>10%</td>
<td>Presentation and handout assignment, due tentatively May 12</td>
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Grading Criteria

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>A plus</td>
<td>98-100%</td>
<td>Demonstrates highly exceptional work at a level of distinction exceeding the requirements for an “A” grade.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td>Demonstrates excellent understanding of the course materials. Embodies a sociologist-in-training who is highly ethical, competent, and professional or equivalent. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
</tr>
<tr>
<td>A minus</td>
<td>90-92%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “A” grade yet attained the level greater than a “B plus” grade.</td>
</tr>
<tr>
<td>B plus</td>
<td>88-89%</td>
<td>Demonstrates work relatively stronger than the level of distinction needed for a “B” grade but not attaining the level required for an “A minus” grade.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>Demonstrates good level of understanding of the course materials. Embodies a sociologist-in-training who is ethical, competent, and professional or equivalent. Shows some gaps in argumentation, writing, and completed tasks. Contributes to class discussion, yet in a limited manner.</td>
</tr>
<tr>
<td>B minus</td>
<td>80-82%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “B” grade yet attained the level greater than a “C plus” grade.</td>
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| C plus   | 78-79%     | Demonstrates work relatively stronger than the level of distinction needed for a
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>C</td>
<td>73-77%</td>
<td>“C” grade but not attaining the level required for an “B minus” grade. Demonstrates an acceptable yet uneven level of understanding of the course materials. Embodies a sociologist-in-training who is satisfactorily ethical, competent, and professional or equivalent. Shows major gaps in argumentation, writing, and completed tasks. Contributes to class discussion minimally.</td>
</tr>
<tr>
<td>C minus</td>
<td>70-72%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “C” grade yet attained the level greater than a “D plus” grade.</td>
</tr>
<tr>
<td>D plus</td>
<td>68-69%</td>
<td>Demonstrates work relatively stronger than the level of distinction needed for a “D” grade but not attaining the level required for an “C minus” grade.</td>
</tr>
<tr>
<td>D</td>
<td>63-67%</td>
<td>Demonstrates poor but passing understanding of the course materials. Embodies a sociologist-in-training who is not quite ethical, competent, and professional or equivalent. Shows highly significant gaps in writing, assignments, and participation.</td>
</tr>
<tr>
<td>D minus</td>
<td>60-62</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “D” grade yet attained the level greater than a “F” grade.</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
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**Request for an Incomplete Grade**

To receive an incomplete for the course, you must inform the instructor in person seven-days before the last day of instruction. A grade of incomplete will only be considered for those who are:

- Passing the course with a C or better,
- Present a legitimate, non-academic reason to the instructor, and
- Have only one major assignment left to finish.

**Course Accessibility**

This course provides you a learning environment that allows you to achieve your academic goals. It is designed for every student to learn and succeed.

President Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

**A Few Things to Help You Be Successful**

My pedagogical values ...

- I think that learning and teaching are complex, endlessly fascinating collaboration with everyone in the course
- I view my role is to facilitate your learning and critical thinking, so you have more control over your own learning process. My role is not to transmit (and pass on) facts, information, and pre-existing knowledge
- I am interested in your academic development and personal well-being. I believe you can do the work, and I will coach you though the process
- I think learning should be exciting while also challenging

As the instructor, I expect myself ...

- To promote a caring, accessible, enriching and respectful learning environment for all
• To work hard to help you succeed in the course
• To listen and respect the views of everyone in the course
• To be available if you need extra help
• To share my training and experiences and show how to make use of course content
• To model professional skills, ethics, and values
• To treat everyone fairly, justly, and reasonably, particularly related to grading
• To provide meaningful feedback on your work
• To take lead in maintaining a positive learning environment

As students, you are expected ...
• To be motivated and have a positive attitude to work to your fullest potential to achieve the course learning outcomes
• To commit a reasonable amount of effort to complete the readings and assignments, persevere, and have fun in learning the materials and to grow from mistakes
• To be responsible in your learning by preparing for class, participating in discussion and activities, learning from others through teamwork, and finishing and turning in assignments and exams on time
• To submit your own work for individual assignments and exams and your group work for team projects and assignments. You should be confident and know that you have what it takes to succeed in this course without engaging in academic misconduct because it is best to practice always academic integrity. You should not jeopardize the hard work you’ve put into this course.
• To know that your attendance and participation will benefit you in several ways
• To listen and respect the inputs and opinions of others
• To be comfortable in taking risks by asking questions so you’ll learn more. This also promotes greater interactive-learning and student-centered discussion
• To cooperate and collaborate with your peers in teams, in class, and outside of class

Also, see “Communication, Netiquette, and Expectations” at the course website.
SOCI 116 Spring 2022 Course Schedule

This course schedule is tentative, subject to change due to the COVID-19 pandemic, climate related emergencies (including major storms, climate, fire, and other environmental disruptions), technological disruptions (including major internet and electrical outages), and other serious disturbances. Fair notice through announcements will be given to adjustments to the schedule and assignments.

Key to the assigned book:  

**BBU** = Augusta Dwyer’s *Broke but Unbroken* (2011)

Tentative Schedule and Readings

**Module 1: Studying International Issues Sociologically, the Struggle for National Sovereignty and Democracy**

After studying this module, you should be able to:

1.1 Competently use the Canvas Learning Management System (LMS) to be successful in the course
1.2. Improve your sociological imagination in examining global, international, & Third World issues
1.3. Distinguish among Rostow’s modernization, early maldevelopment, and neoliberal perspectives on Third World development, inequality, and poverty
1.3.1 Explain the core tenets of market-oriented perspectives
1.3.2 Explain the core tenets of the maldevelopment perspective, which emphasizes the economic and political power of imperialism and the vestiges of colonialism
1.4 Apply market-oriented and maldevelopment perspectives in discussing issues and struggles of national sovereignty and democracy, particularly for Third World countries

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<tr>
<th>Unit: Date, Major Topics</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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</table>
| 1: Jan. 27-29, Getting Acquainted & Building Our SOCI 116 Learning Community | 1. Before the Jan. 27 zoom session, complete the following:  
(a) Read the syllabus  
(b) Log on to Canvas, get acquainted with using the Canvas site, and verify you can assess course materials on Canvas and the SJSU library  
2. During the Jan. 27 zoom session, ask questions & participate in the discussion  
3. By Jan. 29 (10 p.m. PT), complete Unit 1 activities:  
(a) Complete the “Course & Canvas Quiz”  
(b) Create a slide for the “Meet Your Peer” activity  
(c) Read “1: Understanding Underdevelopment (pp. 1-19)” by Handelman and Brynen  
(d) Complete the “Practice Assignment” |
| 2: Feb. 1, Using the Sociological Imagination to Study Third World & International Relations | 1. By Jan. 31, complete the following:  
(a) Read “The Meaning of Sociology”  
(b) Answer the unit 2 practice-by-doing questions  
2. During the Feb. 1 Zoom session, ask questions, participate in the discussion & activities, and get feedback on the practice-by-doing answers and activities |
(a) Read “Rostow’s Modernization Theory” by Giddens et al.  
(b) Read “Understanding Underdevelopment (pp. 19-32)” by Handelman and Brynen  
(c) Answer the unit 3 practice-by-doing questions  
2. During the Feb. 3 Zoom session, ask questions, participate in the discussion & activities, and get feedback on the practice-by-doing answers and activities |
### Module 2: Studying Industrialization, Trade Relations, and the Struggle of Third World Workers

After studying this module, you should be able to:

2.1 Identify key concepts related to global production, Third World industrialization, international trade, worker’s rights, and the struggles of workers

2.2 Apply market-oriented and maldevelopment perspectives in discussing issues of Third World industrialization and international trade

2.3 Apply market-oriented and maldevelopment perspectives in discussing varying impacts of global production and international trade

2.4 Describe particular workers’ movements in the Third World and the impacts of these movements

2.5 Apply market-oriented and maldevelopment perspectives to the struggles of workers and to workers’ movements in the Third World

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| 4: Feb. 8, How Can Explain Third World Inequalities and Development? (2): Maldevelopment Perspective | 1. By Feb. 7, complete the following:  
   (a) Read “New Forms of Exploitation in Africa …” by Dembele  
   (b) Read “The Political Economy of the Developing World (pp. 34-49)” by Handelman and Brynen  
   (c) Answer the unit 4 practice-by-doing questions  
2. During the Feb. 8 Zoom session, ask questions, participate in the discussion & activities, and get feedback on the practice-by-doing answers and activities |
| 5: Feb. 10, How Can Explain Third World Inequalities and Development? (3): Maldevelopment Perspective | 1. By Feb. 9, complete the following:  
   (a) Read “Struggle for System Change” by IBON International  
   (b) Answer the unit 5 practice-by-doing questions  
2. During the Feb. 10 Zoom session, ask questions, participate in the discussion & activities, and get feedback on the practice-by-doing answers and activities |
| 6: Feb. 15, Struggles for National Sovereignty and Democracy | 1. Before class, complete the following:  
   (a) Read “Globalization, Militarization, and War” and “Deepening Capitalist Plunder and Exploitation” by IBON International  
   (b) Answer the unit 6 discussion post and replies  
2. During class, ask questions, participate in the discussion & activities, and get feedback on the practice-by-doing answers and activities |

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<th>Unit: Date, Major Topics</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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| 7: Feb. 17, Debates on Industrialization & Trade Relations in the Third World (1) | 1. Before class:  
   (a) Read “2: The Political Economy of the Developing World (pp. 49-57, 65-77)” by Handelman and Brynen  
   (b) Read The Maquila in Guatemala: Facts and Trends by Mattson and Ayer  
   (c) Answer the unit 7 practice-by-doing questions  
2. During class, ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 8: Feb. 22, Debates on Industrialization & Trade Relations in the Third World (2) | 1. Before class:  
   (a) Read “Trade and Development” by Bertrand Borg  
   (b) Read “Human Rights Impacts of Trade and Investment Pacts” by Raja  
   (c) Read “The Impact of Water Privatization on South African Women” by Throop |
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<tr>
<th>Unit: Date, Major Topics</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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| 9: Feb. 24-25, Impacts of Industrialization and Trade Relations on the Third World | 1. For this unit:  
(a) Watch online clips on the impacts of international and trade relations on the Third World (see Canvas module links)  
(b) Read “Exporting Harm” excerpt by Basel Action Network  
(c) Read “A Summary of the Seven Myths” excerpt by Parsons  
(d) Read “The Visual Representation of Developing Countries by Developmental Agencies and the Western Media” by Alam  
(e) Answer the unit 9 practice-by-doing questions by **Feb. 25 (Friday)**  
2. During class, ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 10: Mar. 1, Varieties of Worker Struggles in Third World Countries | 1. Before class:  
(a) Read “Part 4 Argentina” (pp. 119-146) in **BBU**  
(c) Answer the unit 10 discussion post and replies  
2. During class, ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |

**Module 3: Mid-Term Review and Exam**

After studying this module, you should be able to:

3.1. Refine your course notes and grasp of course materials through further dialogue and reviewing your learning in the course so far  
3.2 Reflect on your ability to apply sociological perspectives to specific global, international, and Third World issues covered in this course so far  
3.3. Reflect on your ability to analyze sociological perspectives to specific global, international, and Third World issues covered in this course so far

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<tr>
<th>Unit: Date, Major Topics</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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| 11: Mar. 3, Reflection Guidance | 1. Review and revise your notes  
2. During class, get guidance on the mid-term reflection and discussion posts |
| 12: Mar. 8, Mid-Term Reflection and Discussion | 1. Complete the mid-year reflection and discussion posts |

**Module 4: Studying National Resources, Food Sovereignty, and the Struggle of Third World Peasants and Indigenous Struggles**

After studying this module, you should be able to:

4.1 Identify key concepts related to national resources, food sovereignty, peasant’s and indigenous rights, and the struggles of peasants and indigenous people in the Third World.  
4.2 Apply market-oriented and maldevelopment perspectives in discussing varying impacts of neoliberal policies related to national resources and food sovereignty in the Third World  
4.3 Describe particular people’s movements in rural places of the Third World and the impacts of these movements  
4.4 Apply market-oriented and maldevelopment perspectives to the struggles of peasants and indigenous people and people’s movements in rural places of the Third World
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<tr>
<th>Unit: Date, Major Topics</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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</thead>
</table>
| 13: Mar. 10, Debates on National Resources and Food Sovereignty in Third World Countries (1) | 1. Before class:  
(a) Read “Sustainable Development” by Roland Tormey  
(b) Read “Food Sovereignty” excerpt by Bassey  
(c) Answer the unit 13 practice-by-doing questions  
2. During class, ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 14: Mar. 15, Debates on National Resources and Food Sovereignty in the Third World Countries (2) | 1. Before class:  
(a) Read “Part 1 Brazil” (pp. 13-46) in BBU  
(b) Answer the unit 14 practice-by-doing questions  
2. During class, ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 15: Mar. 17, Impacts of Neoliberal Policies Related to the Environment and Food Sovereignty | 1. Before class:  
(a) Read “Part 2 Indonesia” (pp. 47-78) in BBU  
(b) Answer the unit 15 practice-by-doing questions  
2. During class, ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
| 16: Mar. 22, Varieties of Peasant and Indigenous Struggles in Third World Countries | 1. Before class:  
(a) Read “9: Revolutionary Change” by Handelman and Brymen  
(b) Answer the unit 16 discussion post and replies  
2. During class, ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |

**Module 5: Studying Women, Gender and Sexuality in the Third World, and Women’s Struggle in the Third World**

After studying this module, you should be able to:

5.1 Identify key concepts related to women, gender, and sexual oppression, human rights of women and sexual marginalized groups (including lesbian, gay, and transgender people), and the struggles against gender and sexual oppression and for economic justice in the Third World.

5.2 Apply market-oriented and maldevelopment perspectives in discussing varying impacts of gender and sexual oppression interconnected with economic injustice in the Third World.

5.3 Describe particular people’s movements against gender and sexual oppression and for economic justice in the Third World and the impacts of these movements.

5.4 Apply market-oriented and maldevelopment perspectives to the struggles of women and sexual marginalized groups (including lesbian, gay, and transgender people) in the Third World.

<table>
<thead>
<tr>
<th>Unit: Date, Major Topic</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
</tr>
</thead>
</table>
| 17: Mar. 24, Debates on Women, Gender, and Int’l Development (1) | 1. Before class:  
(a) Read “Gender and Development” by Valerie Duffy  
(b) Complete the unit 17 practice-by-doing questions  
2. During class, ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities |
## Unit: Date, Major Topic

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Major Topic</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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<tbody>
<tr>
<td>18: Apr. 5,</td>
<td>Apr. 5,</td>
<td>Debates on Women, Gender, and Int’l Development (2)</td>
<td>1. <strong>Before class:</strong> (a) Read “Masculinity and Militarism” by Taylor and Voss (b) Read “Afghan Refugee Women’s Experience ...” by Khan (c) Complete the unit 18 practice-by-doing questions 2. <strong>During class:</strong> ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities</td>
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<tr>
<td>19-21: Apr. 7-14,</td>
<td>Apr. 7-14,</td>
<td>Impacts of Gender, and Sexual Oppression in Third World Countries</td>
<td>1. <strong>Before class:</strong> (a) Read “A Woman’s Body” by Baird (b) Read “Out in Public: Gay and Lesbian Activism in Nicaragua” by Florence (c) Complete the unit 19 practice-by-doing questions 2. <strong>During class:</strong> ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities</td>
</tr>
<tr>
<td>22: Apr. 19,</td>
<td>Apr. 22,</td>
<td>Varieties of Women’s Struggles in Third World Countries</td>
<td>1. <strong>Before class:</strong> (a) Read “Part 3 India” (pp. 79-117) in BBU (b) Complete the unit 22 discussion post and replies 2. <strong>During class:</strong> ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities</td>
</tr>
<tr>
<td>23: Apr. 21,</td>
<td>Apr. 21,</td>
<td>International Migrant Struggles</td>
<td>1. <strong>Before class:</strong> (a) Read “IMA and Its Mission: Building a World Without Forced Labor Migration” by Lestari (b) Complete the unit 23 discussion post and replies 2. <strong>During class:</strong> ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities</td>
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<tr>
<td>24: Apr. 26,</td>
<td>Apr. 26,</td>
<td>Broke but Unbroken Recap</td>
<td>1. <strong>Before class:</strong> (a) Read the “Introduction” (pp. 1-12) and “Conclusion” (pp. 147-154) in BBU (b) Complete the unit 24 discussion post and replies 2. <strong>During class:</strong> ask questions, participate in the discussion and activities, and get feedback on the practice-by-doing answers and activities</td>
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## Module 6: Presentations and End-of-Semester Review and Exam

After studying this module, you should be able to:

6.1 Refine your course notes and grasp of course materials through further dialogue and reviewing your learning in the course

6.2 Reflect on your ability to apply sociological perspectives to specific global, international, and Third World issues

6.3 Reflect on your ability to analyze sociological perspectives covered in this course

<table>
<thead>
<tr>
<th>Unit: Date, Major Topics</th>
<th>Practice-By-Doing Activities and Learning Feedback</th>
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<tbody>
<tr>
<td>25: Apr. 28, Consultation</td>
<td>1. Consult on your presentation assignment</td>
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<tr>
<td>26-28: May 3, 5, &amp; 10, Presentations</td>
<td>1. Submit your handout by May 2, 10 pm PT 2. Share your presentation</td>
</tr>
<tr>
<td>29: May 12, Closing Remarks and End-of Semester Guidance</td>
<td>1. <strong>Before class,</strong> complete the following: (a) Reread “Struggle for System Change” by IBON International (b) Review and revise your notes</td>
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</tbody>
</table>
### Resources for Student Support and University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/). Make sure to review these policies and resources.

Also, see the course website on university and college resources for student support.

### SOCI 116 Global Society and the SJSU B.A. Sociology Program Learning Outcomes

The following table indicates how this course supports in ensuring your successful completion of the B.A. sociology program learning outcomes (PLOs):

<table>
<thead>
<tr>
<th>PLO1: Be able to think sociologically about the relationship between social structure, interaction, identities, &amp; inequalities</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
<th>CLO5</th>
<th>CLO6</th>
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<tr>
<th>PLO2: Be able to identify and explain major sociological theories and apply them to everyday life</th>
<th>CLO1</th>
<th>CLO2</th>
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<tr>
<th>PLO3: Be proficient in qualitative and quantitative research design, data collection and data analysis</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
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<tr>
<th>PLO4: Be proficient in oral and written communication skills appropriate to the discipline</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
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<tr>
<th>PLO5: Be able to practice sociology as educated and civically engaged persons</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
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