

SAMPLE 10 WEEK OUTLINE FOR GLOBALIZATION/GLOBAL SOCIETY/GLOBAL SOCIOLOGY/SOCIOLOGY OF GLOBALIZATION/GLOBAL STUDIES

Week	Lecture	Seminar questions	Required reading from <i>Global Sociology, 3rd Edition</i>	Suggested group work activities from the companion website
1	Why do we need a global sociology?	How did sociology develop as a discipline? What is globalization?	Chapters 1 and 2	Get students to list the key threads that make up the warp and weft of globalization. Do they think that one or more of these has greater significance? If so, why? Have the authors left out any important components in their account? Ask them to prepare a comment on the key components of globalization.
2	Uneven development	How can global poverty be overcome? Are we seeing a global class structure emerging?	Chapters 6 and 7	Divide the class into three groups. Group A will research the basic facts about poverty in the USA, group B will research Bangladesh, while group C will look at post-communist Russia. Each group will report its findings to the class as a whole.
3	The global women's movement	To what extent has globalization provided opportunities for the women's movement?	Chapter 8 and the section on intersectionality in chapter 9	Students should read chapter 8 before the seminar. Divide them into two groups and drawing on the text, get one group to compose a list showing all the feminist directions and priorities pursued by women in the North since the 1960s and the other to conduct a similar exercise for Southern women. After hearing each group's arguments, the class should try to explain the differences.
4	Migrants and their families	What is new about transnational migration compared to earlier forms of migration? Does globalization weaken family ties?	Chapter 12 and the second half of chapter 13	Get students to clip all the articles relating to population and migration from a week's supply of a quality newspaper (a broadsheet not a tabloid). Ask them to summarize the principal themes.
5	Crime	How can we explain the growth of global crime?	Chapter 11	Divide the class into three groups. Ask each group, using the material in this chapter and extending it by reading and web research, to provide five

				examples of state-directed terrorism and non-governmental terrorism. They should then discuss the differences and similarities.
6	Religion	Has the secularization thesis been discredited? How have organized religions adapted to globalization?	Chapter 17	Divide the class into four groups. Using the Internet and reference books, each group will try to explain the history and distinctive doctrines of a different strand of Islam, reporting their findings to the class.
7	Lifestyle and Leisure	What role does tourism play in globalization? What are the effects of sports becoming globalized?	Chapter 15	Divide the class into groups and ask them to discuss their experiences as tourists, comparing them with the tourist categories in Box 15.2. Do these match up with their experiences? Do we need new categories?
8	Culture and the media	How does the local respond to the arrival of globalizing cultural forces? What democratic possibilities do the advances in telecommunications provide at the local, national and global level?	Chapters 14 and 16	Arrange a class debate in advance on the proposition that 'The globalization of consumer culture is destroying local traditions everywhere.' Then, each member of the class should give two reasons why they agree or disagree with the proposition.
9	The environment	Why does the environmental movement need to turn to transnational action? Should the responsibility for environmental change be equally divided between the North and South?	Chapter 20	Referring to relevant websites and quality newspapers, ask four students to collect material over a two-month period concerning the debate between the North and South over how to deal with climate change. They should then construct a report identifying the main areas of disagreement and why these occur.
10	Global risks and	How extensive is globalization?	Chapter 22	Divide the class into two groups – those who are statistically-

	opportunities	To what extent can counter movements like the global justice movement reform the destructive aspects of market-led globalization?		minded and those whose eyes swim when they see a number larger than ten. Ask group A, comprising the non-statistically minded, to visit the Warwick world globalization index online. Ask them to look at the social globalization indicators, consider how good they are, and ask them if they can think of others. The statistically-minded group B will respond to a presentation by group A.
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