

APR 13 2012

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LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-Ste.	AP-3/1/11	App-9/11/12

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE**

New Course     
  Course Prefix Change     
  Course Deletion  
 Course Revision     
  Course Number &/or Title Change     
  Catalog Description Change

**SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE**

SOC 337 WORLD SOCIETIES AND WORLD SYSTEMS

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.     
  Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

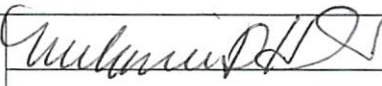
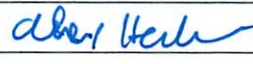
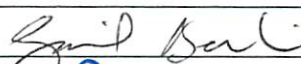

**3. Program Proposals**

New Degree Program     
  Program Title Change     
  Program Revision  
 New Minor Program     
  New Track

Current program name

Proposed program name, if changing

**4. Approvals**

		Date
Department Curriculum Committee Chair(s)		10/18/10
Department Chair(s)		11-8-10
College Curriculum Committee Chair		11/17/10
College Dean		4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Edel Reilly TECC Chair	4/10/12
	AK De Don	4/10/12
UWUCC Co-Chairs	Gail Sedquist	4/13/12

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Liberal Studies

Liberal Studies

**Syllabus of Record**  
**SOC 337 – World Societies and World Systems**

**I. Catalog Description**

**Prerequisite:** One of the following: ANTH 110, ECON 101 or 121, GEOG 230, HIST 202, PLSC 101 or 282, SOC 151 **03c-1-03cr**

A detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the sixteenth century and has since expanded to include the entire globe. Topics include societies during the preindustrial era; the emergence of modern capitalism in the sixteenth century; relations between developed and less-developed societies in the world; the ascent and decline of nation-states in the modern world; the current plight of the Third World; the rise and demise of socialism in the twentieth century; and various scenarios for the human future.

**II. Course Outcomes**

In this course, students will:

- a) Compare and contrast industrial/modern societies with pre-industrial/traditional societies;
- b) Trace major historical developments in the emergence of the modern world system, including the development and spread of capitalism, colonialism, and the nation-state;
- c) Identify major factors driving globalization;
- d) Connect their own personal life circumstances with broader global trends and developments;
- e) Analyze major threats and challenges facing the global community;
- f) Identify various forms of reactions and resistance to globalization, such as the rise of various kinds of fundamentalisms.

**III. Course Outline** [Below are example topics and content for this course]

- Week 1:**      **The European Enlightenment**  
                  Classical social theorists' attention to comparative, historical studies  
                  Immanuel Wallerstein's World Systems Theory  
                  Cosmopolitanism  
                  Anthony Giddens' concept of "runaway world"
- Week 2:**      **Globalization**  
                  Time-Space Compression  
                  Major Global Actors, such as NGOs, INGOs, and TNCs  
                  Costs and Benefits of Globalization
- Week 3:**      **Pre-industrial societies and pre-modern civilizations**  
                  Emergence of Europe as leading global power in the 17<sup>th</sup> century  
                  Colonialism  
                  Post-Colonial Global Economic Framework (e.g., Bretton Woods, neo-liberalism)

- Week 4:** Fordism and scientific management (Taylorism)  
 Mass consumption  
 Decline of U.S. economic leadership since the 1970s  
 Post-Fordism  
 NICs (Newly Industrialized Countries)
- Week 5:** Development of nation-states  
 Political rights, civil rights, social rights  
*Gemeinschaft* versus *Gesellschaft*  
 Multiculturalism and nation-states  
 History of and current challenges facing NATO
- Week 6:** The Global Economy  
 Pre-Modern Trading Networks  
 Global Supply Chains  
 TNCs (trans-national corporations)  
 Export Processing Zones (EPZs)
- Week 7:** Social stratification in Latin America  
 Left-leaning and Right-leaning Latin American governments  
 Latin-American guerilla movements, such as FARC  
 Consequences of neo-liberal policies in Latin America
- Week 8:** Poverty and underdevelopment  
 Absolute versus relative poverty  
 Winners and losers of neo-liberal policies  
 Entitlement Theory of Famine/Hunger  
 Green Revolution
- Week 9:** International crime, including the drug trade, arms trade, terrorism,  
 white collar crime, corporate crime  
 External versus manufactured risk  
 Civil War in the Horn of Africa  
 Civil rights violations in the Horn of Africa
- Week 10:** Population and Migration  
 Malthusian theory  
 Crude birth rate, crude death rate, fertility rate  
 Women's status and family size  
 Refugees  
 Internally displaced persons (IDPs)
- Week 11:** Global Religion  
 Secularization  
 Huntington's Clash of Civilizations  
 Religious fundamentalism, at home and abroad  
 Fundamentalism and nationalism  
 Anthony Giddens' theory of fundamentalism

**Week 12:**    **Women and children in the contemporary world**  
**Men, women, children, and sexuality in traditional families**  
**First- and Second-Wave Feminism in the U.S.**  
**North-South differences among feminists**  
**Women and warfare**  
**Child soldiers**  
**Global care chains**

**Week 13:**    **Ethno-national identities in a globalizing world**  
**The resurgence of localism**  
**Separatist movements**  
**The Balkans**  
**Diasporas**

**Week 14:**    **Building a sustainable future**  
**Environmental movement**  
**Renewable versus nonrenewable resources**  
**Carrying capacity**  
**Health and the environment**  
**Global climate change**  
**Carbon trading**

**Week 15: Exam Week**

**Culminating Activity: Examination and/or Presentations**

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

#### IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class, on-line or take-home; multiple choice and/or essay)	0 to 40%
Exams (may be in-class, on-line or take-home; multiple choice or essay)	25 to 75%
Other forms of evaluation	<u>0 to 50%</u>
	Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

#### V. Grading Scale

Grading Scale: A: 90% or higher      B: 80-89%      C: 70-79%      D: 60-69%      F: 59% or lower

#### VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

#### VII. Required textbooks, supplemental books and readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Cohen, Robin and Paul Kennedy. 2007. *Global Sociology* (2<sup>nd</sup> Edition). New York: New York University Press. ISBN: 978-0-8147-1685-4.

CQ Researcher. 2010. *Global Issues*. Thousand Oaks, CA: Pine Forge Press. ISBN: 978-1-4129-8037-1.

Giddens, Anthony. 2003. *Runaway World: How Globalization is Reshaping Our Lives*. New York: Routledge. ISBN: 0-415-94487-2.

## **VIII. Special resource requirements**

### Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

### Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at [it-supportcenter@iup.edu](mailto:it-supportcenter@iup.edu) or via electronic form available online in Moodle.

### **Disability Services**

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

### **Academic Integrity**

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page