While globalization most simply means becoming more like a globe, globalization more accurately describes the deep integration of societies, economies, polities, and cultures, which have fundamentally changed social life. Sociologists have often studied these changes at the macro level, demonstrating the globalization is a very uneven and power-laden process. In this course, we will examine these changes at the local and regional level – globalization in “my neighborhood” – in order to understand globalization in a more concrete way. Each student will choose a neighborhood to study throughout the semester. From the start, students will build knowledge about this neighborhood and how it has globalized through a wide range of methods: interviews, statistical data, mapping, ethnography, archival research, and photography. Students will report their findings through social media.

**Course Objectives**

By the end of this course, students should be able to

- Discuss major terms, themes, and debates in globalization studies.
- Understand how globalization functions locally and regionally.
- Conduct studies of globalization using such methods as interviews, statistical data, mapping, ethnography, archival research, and photography.
- Use blogging and other social media to communicate findings.
- Collect, analyze, and interpret sources to construct a research paper on a topic of your choice using the appropriate sociological conventions.

**Course schedule and readings**

**Part I: Introduction**

Mon., Jan. 23: Introduction: What is globalization? Where is your neighborhood?
- Classroom: Discussion of globalization and how to create a blog.

Wed, Jan. 25: Class attends Brazil and Globalization talk by Elizabeth Farfan-Santos,

*SUB II Front Ballroom, 12-1:15pm*

- Reading: U.S. Department of State. 2001. “Background Note: Brazil.”
- Due Project #1: Choose an area as your “neighborhood” and discuss how your neighborhood is global. Feel free to include photos of objects or places.
- Due: Create a blog and post Project #1 to it.
Mon., Jan. 30: What is globalization? Describe your neighborhood using Census data.
- Reading (at home): Watch Census Quick Start video.
- Classroom: How to access Census data. Is globalization new?

**Part II: Migration, Work, and Inequality**

Wed., Feb. 1: Migration
- Due Project #2: Describe your neighborhood using 2010 Census data (income, race, national origin, gender, age, renter/owner, etc.) and compare with an earlier Census. What has changed?

Mon., Feb. 6: Migration and Inequality
- Classroom: How to map Census data.

Wed., Feb. 8: Migration and Work
- Classroom: How to interview.
- Due Project #3: Map your neighborhood and post map on blog.


Mon., Feb. 13: Migration and Work
- Due Project #4: Interview a person either from another country or from the United States who has worked outside their home country for at least a year. Why did they leave their home country? Why did they move to another specific place? [Do NOT mention their real names or provide any identifying information]

Wed., Feb. 15: Migration and Culture: Americanization?
- Due Project #5: Any time before 2/15, visit the Eden Center in Falls Church [East Falls Church Metro]. How is the Eden Center global? Feel free to include photos or videos.
Part III: The Global Economy

Mon., Feb. 20: Global Economy: International Business in Fairfax
- Classroom: How to use Twitter.

- Classroom: Meet in classroom and then we’ll visit the Mason Bookstore, Capitol One, and Apple Credit Union.
- Due Project #6: Open a Twitter account and post a tweet about your blog. Send me your Twitter address.

Mon., Feb. 27: Global Suburbs
- Classroom: Discuss historical research and archival data.

Wed., Feb. 29: Global Suburbs
- Classroom: How to use archival data, Mason Special Collections and Archives (meet in JC Library Instruction Room, Room 228, 2nd floor inside the JC Library).

Mon., March 5: Global Suburbs
- Classroom: How to use archival data, Mason Special Collections and Archives (meet in Special Collections, Fenwick Library room 204c; take elevator from Government Docs).
- Due Project #7: How might you use archival materials to study your neighborhood?

Wed., March 7: Global Finance and the Mortgage Crisis
- Classroom: Quiz #1
- Reading: TBA
- The Financial Crisis Timeline: http://timeline.stlouisfed.org/
- Due Project #8: How has global finance changed? How do you see these changes in your neighborhood?

**March 12-18: Spring Break**

Part IV: Global Gentrification

Mon., March 19: Gentrification: Renewal and Displacement
- Classroom: Discussion of Research Paper and SW DC.

• Classroom: Discussion of cognitive mapping and photography.

*Sat., March 24 OR Sun., March 25: Visit to SW DC*

**Mon., March 26: Gentrification: Global Gentry**
• Due Project #9: Cognitive and critical map of SW DC.

*Wed., March 28: Research Proposal Due*
• Classroom: “The Pruitt-Igoe Myth” movie.

*Mon., April 2: No Class.* Gentrification: Public Housing and Global De-Spatialization
• Due Project #10: What is “The Pruitt-Igoe Myth”? How is this part of globalization?

*Wed., April 4: No Class.* Loose Space
• Due Project #11: Is there or was there gentrification in your neighborhood?

**Mon., April 9: Global Gentrification and Global Commons**

**Wed., April 11: Global Commons; Public/Private/Common Spaces**
• Due Project #12: Photograph public spaces, dead zones, loose spaces, and commons in your neighborhood.

**Mon., April 16: Presentations**

**Wed., April 18: Presentations**

**Mon., April 23: Presentations**

**Wed., April 25: Presentations**
Mon., April 30: Presentations

Wed., May 2: Presentations and Second In-Class Quiz

*Mon., May 14: Research Paper due during Final Exam period (10:30 am – 1:15 pm)*

**Required Texts**
All readings can be found on Blackboard. They must be printed up and brought to class. They cannot be “brought” to class on any kind of computer or e-reader. We will use them extensively in discussion and lecture.

**Course Requirements**
There are four components to the course:
- Class participation: 10%
- Short projects (9 out of 12): 20%
- In-class quizzes (first 5%, second 5%): 10% total
- Research project: 60% total
  - Research proposal: 15%
  - 5-minute presentation: 5%
  - Research paper: 40%.

*Class Participation:* Participation includes attendance, being on time, bringing the reading, having read the reading, asking questions, and participating in discussion.

*Short Projects:* The short projects are meant to be quick applications of what we have learned in class. They can be as short as a paragraph. Each short project should be posted to each student’s blog before class begins.

*In-Class Quizzes:* There will be two multiple-choice quizzes in class, which will test basic facts from class.

*Research Proposal*
The research paper proposal is 2 to 3 pages long, in which you will describe your topic, discuss some issues brought up in class, and provide a bibliography.

*Final research paper*
The research paper for this course will help you to synthesize the different topics and debates in this course, as well as learn about a specific case study. The basic question for the research paper is: how is [my neighborhood] global? Choose an area that really interests you.

The research paper can be turned in by email on the day of our final exam. You cannot turn in your paper at the last day of class because you will be expected to take into account the issues brought up in the presentations and discussions during the last three meetings of the course. Your research paper should be 8-10 pages long. The 5-minute presentation at the end of the course will also help you further develop your research
paper. You will learn from the findings of other students and learn about new interpretations of the readings and discussions in class. I will provide more information about the research paper later in the semester and will be available for discussions about your paper. Please feel free to talk with me about any aspect of the course throughout the semester. I will be glad to talk with you.

**Late Policy**
For each day that any written work is late that grade will be reduced by a step (e.g., an A paper will become an A- paper one day after the due date, a B+ paper two days after the due date, etc).

**Grading scale**

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<th>Grade</th>
<th>Numerical Range</th>
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<tr>
<td>A</td>
<td>95 over 93</td>
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<tr>
<td>A-</td>
<td>92 90-92</td>
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<tr>
<td>B+</td>
<td>88 87-89</td>
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<tr>
<td>B</td>
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**Additional Items**

- If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. [http://ods.gmu.edu](http://ods.gmu.edu)
- I will not tolerate plagiarism. George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee. For more info: [http://honorcode.gmu.edu](http://honorcode.gmu.edu). We will talk about what plagiarism is in class.
  - Other useful campus resources:
    - Writing Center: A114 Robinson Hall, 703.993.1200, [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)
    - University Libraries “Ask a Librarian,” [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html)
    - Counseling and Psychological Services (CAPS), 703.993.2380.