

**SOCIOLOGY 320U  
GLOBALIZATION  
Spring Term 2022**

Fully Online Class

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Tuesdays, 9:00-10:30am  
(or by appointment)  
Sign up for times at:  
[www.wejoinin.com/sheets/ogixl](http://www.wejoinin.com/sheets/ogixl)

In this class, we will examine several complex and interconnected international issues within the context of the dramatic worldwide changes that are collectively termed *globalization*. We begin by unpacking the concept of *development* in an international context, exploring its colonial roots and postwar history as well as debates over its meaning and its social, cultural and ecological effects. We will examine the historical and current relationship between the wealthy nations of the global North (especially the U.S.) and the “poor” nations of the global South, including the issue of international development aid. We will focus on three major theories of development, examining their implications and their role in current policy debates. The course then takes a critical look at the phenomenon of globalization, examining the multiple and contested meanings of the term. We give particular emphasis to economic globalization and its social and environmental effects, as well as the institutions and policies that undergird it, asking why it has generated so much contention worldwide, and how it has changed nation-states and their relationship to citizens. We examine two major competing political-economic ideologies and their influence on current debates over the role that government should play in society. We explore the roots of the recent financial crisis and recession, and the implementation of structural adjustment or austerity policies in both the global South and the North. The course ends with a look at responses and countermovements to the dominant model of economic globalization, as well as alternative development models. Throughout the term, we will wrestle with a series of thorny questions: Are extreme inequality, poverty, and hunger inevitable? If not, what options are available to address them? What should be the role of states, international institutions, private capital, and civil society/social movements in defining the terms of development and globalization? Who wins and who loses from the choices that are made, and who gets to decide?

**Course Objectives:**

By the end of this course, you should be familiar with:

- The multiple meanings and framings of *development* in an international context, and the history and contested nature of the concept.
- Multiple theories that explain the causes and effects of social and economic *inequality* between and within nations and world regions, and different positions on how globalization influences inequality.
- Arguments for and critiques of the predominant models of international development and aid.
- A range of perspectives on the relationship between the global North and the global South.
- The multiple dimensions of *globalization* (economic, political, cultural) and distinctions between them.
- A range of perspectives on the social, political, and environmental *effects* of economic globalization and neoliberalism, and how they relate to development.
- Multiple perspectives on the causes and effects of debt, structural adjustment, and austerity policies in both the global South and North.
- The major competing ideologies underlying economic and social policy in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- The linkages between *global* political-economic dynamics and *local* social and economic phenomena.
- A range of *responses* to the social effects of globalization, including social movements, populist reactions, and alternative models from civil society.

## COURSE REQUIREMENTS:

- 1) **Class Participation:** This is an upper-level online course, with a substantial online discussion component in Canvas. Your active participation in discussions is critical to making the class worthwhile, both for yourself and your classmates, and it counts for 5 percent of the final course grade. Note: In this online class, **participation requires that you reply to other students' postings in Canvas**, both their weekly reading responses (see #3-A, below) and their documentary film responses (see #3-D, below).
- 2) **Readings:** Everyone should finish the week (ending Sunday evening) having completed all of the readings listed on the syllabus for that week. Incomplete preparation deprives everyone of the benefit of your insights and analysis.
- 3) **ASSIGNMENTS:**

### A) READING RESPONSES:

**On seven (7) weeks** during the quarter, you should write a short response/reaction that **incorporates all of the starred (\*) readings for that week**. (Note: posting a response in Weeks 2 and 3 is required. If you miss those weeks, you cannot make up the missed points.)

**These postings should be very short papers, between 500-800 words** (see specifications below). Response postings should be well organized and clearly written, with correct grammar and spelling.  
**Note:** The 500-word minimum is a firm minimum.

**IMPORTANT:** In these responses, you may: criticize or praise the readings, find points of similarity or divergence, question the key ideas or concepts, point out weaknesses, relate the readings to your own personal experiences, examine their underlying values/assumptions, compare them to other readings, etc. *The key point is this: You should critically and thoughtfully engage with and respond/react to the ideas in the required readings; the posting should not be merely a summary or restatement of the author's points.* (Note: For some weeks, I will also post questions or prompts to guide your discussion posts.)

- Quotes from the readings, and/or references to specific passages (with page numbers) are necessary evidence of your engagement. When you include direct quotes, you must provide the page numbers.
- Two other required items: At the end of your posting, **please include one or more questions about the readings** (in **bold type**) that will help frame our online discussion and help other students analyze the reading material. Also **add the word count of your posting** at the end.
- **Post your response to our course Canvas website** (under the "Discussions" link/module, click on the discussion for the appropriate week, and then "Reply" to start a new posting).  
*NOTE: Please DO NOT attach a file to your posting. Instead, compose your response in a word processing program, then select the text, copy it, and paste it into the window for the discussion post.*  
**Warning:** Don't write your posting online in Canvas; you are likely to lose your work! You are responsible for saving a backup copy of all your written work.

**→ POSTING DEADLINE: 11:59pm Sundays** (at the end of the week the readings are assigned in)

**\*\*Late posting policy:** If your posting is up to 12 hours late (until 11:59am Monday), you will receive 65% of what your grade would have been. No credit will be given after 11:59am Monday.

- **Reply briefly to at least one other student's posting, by 11:59pm on Monday.** This is a required element of the reading response assignment. (Click on the student's discussion posting, then click "reply," and enter your reply in the text window.) Replies should be at least one paragraph long.

We will evaluate your reading response postings using the grading rubric on Canvas, and usually add written feedback as well. The evaluation breaks down in this way:

- **Meaningful Engagement (up to 3 points):** The posting engages in a substantial way with the main ideas and/or arguments in all of the starred readings. Where relevant, it identifies common themes or draws connections between authors/readings. (If a prompt or is provided, the posting meaningfully responds to the prompt.)
- **Grammar/Syntax, Clarity, Use of Readings, Format (up to 2 points):** The posting is clearly written, with correct grammar/syntax and spelling. It includes direct quotes from the readings to illustrate key points, with page number references. It adds at least one (boldfaced) question at the end, and it provides the total word count for the posting. (Examples of good responses from past classes are posted on Canvas.)

*NOTE: Regardless of whether you write a response posting on a given week, you are expected to complete all of the readings for that week.*

**B) DOCUMENTARY FILM RESPONSES:** On 8 weeks during the term, there are documentary films assigned, which complement the reading topics for that week (see calendar schedule below). Please watch all of these films. **For seven (7) of those seven weeks, you should write a short response to the film (at least 250 words)**, on the corresponding discussion forums on Canvas. Also, please be sure to reply to at least one other student’s film response. You will receive up to 3 points for each posting, depending on your level of engagement with the film content and the course themes. **The deadline for posting film responses is 10:00am Friday of the week the film is assigned. Replies to another student must be posted by 10am Saturday** (24 hours after the deadline). Note: The late posting policy is the same as for reading responses (65% credit up to 12 hours late; no credit after that).

**C) EXAM:** There will be one exam: an **open-book, final essay exam, which is due Wednesday, June 8 by 11:59pm, on Canvas**. The exam will evaluate your ability to analyze, synthesize and apply the key issues, concepts, and theories covered during the term. You will choose two essay prompts from a number of different options, and you will have at least 7 days to complete it. The exam counts for 34 percent of the final grade.

Note: you may work with classmates to prepare for the exam, but *the work on the actual exam must be yours alone*. Please see “Academic Integrity,” below.

**D) EXTRA CREDIT:** You will have opportunities during the term to earn extra credit, up to a maximum of 4 points. See the two “Extra Credit Guidelines” documents posted on Canvas.

### **EVALUATION/GRADING:**

The final course grade will weigh assignments/requirements in this way:

- |   |                           |
|---|---------------------------|
| • Reading Response Postings (7 postings): | 35 points (5 points each) |
| • Film Response Postings (7 postings):    | 21 points (3 points each) |
| • Final Exam:                             | 34 points                 |
| • Class Participation:                    | 10 points                 |
| • Extra Credit:                           | 4 points <i>maximum</i>   |

**TOTAL:**

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**104 possible points**

**Final grades will be calculated based on the following table:**

A	94.0-104.0	B-	80.0-82.9	D+	67.0-69.9
A-	90.0-93.9	C+	77.0-79.9	D	63.0-66.9
B+	87.0-89.9	C	73.0-76.9	D-	60.0-62.9
B	83.0-86.9	C-	70.0-72.9	F	59.9 or less

**READINGS:** There are no required textbooks for the course. All readings for this course are available on the course Canvas website, under the “Modules” link, then in the module for the appropriate week. Canvas is PSU’s course management software; please see me with any questions you have about using it.

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### **COURSE CALENDAR AND READINGS:**

(Please note that this is a *tentative* calendar. I reserve the right to shift, add, or drop readings over the course of the term. I will let you know in advance about any changes.)

**\*IMPORTANT:** All of the starred readings *must* be included in your reading response in some way; other readings may also be included.

DATE	TOPICS	READINGS
	<b>UNIT I</b>	<b>DEVELOPMENT, POVERTY, AND INEQUALITY: HISTORICAL ROOTS, CONCEPTUAL APPROACHES</b>
<b>WEEK 1</b> <b>March 28 - April 3</b>	Previewing the Issues:  Development and Globalization;  Defining and Measuring Poverty and Wealth	*Amy B. Hite, J. Timmons Roberts, and Nitsan Chorev. 2015. “Development and Globalization: Recurring Themes.” p. 1-17 in Roberts, Hite, and Chorev (eds.), <i>The Globalization and Development Reader (2<sup>nd</sup> ed.)</i> .  *Jeremy Seabrook. 2007. <i>The No-Nonsense Guide to World Poverty</i> . London: Verso. 35-62, “Defining Poverty.”  *Jason Hickel. 2016. “To Save the Economy, We Have to Break its One Sacred Rule.” <i>Fast Company</i> , March 16.  D. Stanley Eitzen and Maxine Baca Zinn. 2012. “Globalization: An Introduction.” 1-7 in Eitzen and Zinn (eds.), <i>Globalization: Transformation of Social Worlds</i> .
	<b><i>Required Film for Week 2:</i></b> <i>(post response by Friday April 8, 10:00am)</i>	<b><i>“The End of Poverty?”</i></b> [Note: Watch only the first 43 minutes of film for this week.] <b><i>(Watch via PSU Library:</i></b> <b><a href="https://search.library.pdx.edu/permalink/f/p82vj0/CP71337261400001451">https://search.library.pdx.edu/permalink/f/p82vj0/CP71337261400001451</a> )</b>

<p><b>WEEK 2</b></p> <p><b>April 4-10</b></p>	<p>Colonial Legacies and the Colonial Division of Labor</p> <p>Decolonization; The “Development Project”;</p> <p>---</p> <p>International Aid: Helping or Harming?</p> <p>Food and Hunger; Food Aid</p> <p><i>(Note: Reading response posting <u>required</u> for Week 2)</i></p>	<p>*Philip McMichael. 2016. <i>Development and Social Change: A Global Perspective</i>. p. 26-54, “Instituting the Development Project.”</p> <p>*Maggie Black. 2015. <i>The No-Nonsense Guide to International Development</i>. 33-53, “Aid: The International Contribution.”</p> <p>*Jonathan Glennie. 2010. “More Aid is Not the Answer.”</p> <p>---</p> <p>*Philip McMichael. 2016. <i>Development and Social Change</i>. 67-79, “The Food-Aid Regime.”</p> <p>*Frances Moore Lappé and Joseph Collins. 2015. <i>World Hunger: Ten Myths</i>. New York: Grove. 13-33.</p> <p>Megan Tady. 2007. “Who Does U.S. Food Aid Benefit?” <i>In These Times</i>, September 12.</p> <p><b>(Optional):</b> John Perkins. 2016. <i>The New Confessions of an Economic Hit Man</i> (excerpts). San Francisco: Berrett-Koehler.</p>
	<p><b><u>Required Film for Week 3:</u></b> <i>(post response by Friday April 15, 10:00am)</i></p>	<p><b><u>“The End of Poverty?”</u></b> [Watch from minute 43:00 to the end.] <a href="https://search.library.pdx.edu/permalink/f/p82vj0/CP71337261400001451">https://search.library.pdx.edu/permalink/f/p82vj0/CP71337261400001451</a> )</p>
<p><b>WEEK 3</b></p> <p><b>April 11-17</b></p>	<p>Key Theories of Development:</p> <p>Modernization, Dependency, and World-Systems Theories</p> <p><i>(Note: Reading response posting <u>required</u> for Week 3)</i></p>	<p>*Scott Sernau. 2012. <i>Global Problems (3<sup>rd</sup> edition)</i>. “Modernization and Dependency Theories.”</p> <p>*W.W. Rostow. 1960. “The Stages of Economic Growth: A Non-Communist Manifesto.” 52-61 in Roberts &amp; Hite (eds.), <i>Globalization and Development Reader</i> [2015]. [MODERNIZATION]</p> <p>*Andre Gunder Frank. 1969. “The Development of Underdevelopment.” 105-114 in Roberts and Hite (eds.). <i>The Globalization and Development Reader</i> [2015]. [DEPENDENCY]</p> <p>*Immanuel Wallerstein. 2004. “The Modern World-System as a Capitalist World Economy” (excerpt). 56-62 in Boli and Lechner (eds.), <i>The Globalization Readers</i> [2015]. [WORLD-SYSTEMS]</p> <p>*Richard Peet. 1999. <i>Theories of Development</i>. New York: Guilford Press. 111-114, “World-Systems Theory”</p> <p>Plus: 3 short pieces on Rostow, Frank, Dependency Theory (Guardian)</p>
	<p><b>UNIT II</b></p>	<p><b>FROM DEVELOPMENT TO GLOBALIZATION</b></p>
	<p><b><u>Film for Week 4:</u></b> <i>(post response by Friday April 22, 10:00am)</i></p>	<p><b><u>“China Blue”</u></b> (Watch via PSU Library: <a href="https://search.library.pdx.edu/permalink/f/p82vj0/CP71242844670001451">https://search.library.pdx.edu/permalink/f/p82vj0/CP71242844670001451</a> )</p>

<p><b>WEEK 4</b></p> <p><b>April 18-24</b></p>	<p>From Development to Globalization;</p> <p>Labor and Globalization (I): The New International Division of Labor; Feminization of Labor</p> <p><i>Case Study: Sweatshops and the Global Apparel Chain</i></p>	<p>*Philip McMichael, <i>Development and Social Change</i>. 80-99, “Globalizing Developments.”</p> <p>*Jane Collins. 2009. “The Age of Wal-Mart.” 97-112 in H. Gusterson and C. Besteman, eds., <i>The Insecure American</i>.</p> <p>*Naomi Klein. 1999. <i>No Logo</i>. New York: Picador. 195-229, “The Discarded Factory.”</p> <p>*Joseph Stiglitz. 2007. <i>Making Globalization Work</i>. 3-24, “Another World is Possible.”</p> <p><b>(Optional):</b> Thomas. L. Friedman. 2007. <i>The World is Flat</i>. “While I Was Sleeping” (excerpts).</p> <p><b>(Optional):</b> Mark Engler. 2008. “The World is Not Flat.” <i>Dollars and Sense</i> (May/June): 20-25.</p> <p><b>(Optional):</b> Beatrice Newberry. 2002. “Rethinking Child Labor.” 194-199 in Bigelow and Peterson, eds., <i>Rethinking Globalization</i>.</p>
	<p><b><u>Film for Week 5:</u></b> (post response by Friday April 29, 10:00am)</p>	<p><b><i>“The Shock Doctrine” (Watch on Youtube: <a href="https://www.youtube.com/watch?v=B3B5qt6gsxY">https://www.youtube.com/watch?v=B3B5qt6gsxY</a>)</i></b> Content warning: occasional disturbing images.</p>
<p><b>WEEK 5</b></p> <p><b>April 25-May 1</b></p>	<p>Neoliberalism</p>	<p>*Johanna Bockman. 2013. “Neoliberalism.” <i>Contexts</i> 12(3):14-15.</p> <p>*Naomi Klein. 2007. <i>The Shock Doctrine</i>. 163-176, “Saved by a War.”</p> <p>*David Harvey. 2005. <i>A Brief History of Neoliberalism</i>. New York: Oxford University Press. 1-19.</p> <p>*William Deresiewicz. 2015. “The Neoliberal Arts: How College Sold its Soul to the Market.” <i>Harper’s</i> (September): 25-32.</p> <p>*George Monbiot. 2016. “Neoliberalism: The Ideology at the Root of All Our Problems.” <i>The Guardian</i>, April 15.</p> <p>*James Kirchik. 2017. “I’m a Neoliberal and I’m Proud.” <i>Los Angeles Times</i>, June 4.</p> <p><b>(Optional):</b> Nancy MacLean. 2017. <i>Democracy in Chains</i>. xv-xxxiv, “A Quiet Deal in Dixie.”</p>

<p><b>WEEK 6</b> <b>May 2-8</b></p>	<p>Institutions of Globalization and “Free” Trade (GATT, WTO, IMF, WB, NAFTA, CAFTA, TPP...);</p> <p>---</p> <p>WTO-TRIPS and the Struggle over Covid Vaccine Access/Justice in the Global South</p>	<p>*Philip McMichael, <i>Development and Social Change</i>. 133-145, “The Making of a Free Trade Regime.”</p> <p>*World Trade Organization, “Ten Benefits of the WTO System,” and Global Exchange, “Ten Arguments Against the World Trade Organization.” 100-107 in Bigelow and Peterson (eds.), <i>Rethinking Globalization</i>. Milwaukee: Rethinking Schools, 2002.</p> <p>---</p> <p>*Global Citizen. 2021. “COVID-19 Vaccine Intellectual Property Rights: Everything You Need to Know.”</p> <p>*Patricia Ranald. 2022. “Trade rules have thwarted global efforts to fight Covid.” <i>The Guardian</i>, Feb. 23.</p> <p>*Doug Palmer. 2022. “Vaccine Advocacy Groups Press Biden to Break WTO Deadlock.” Politico, Feb. 22.</p> <p>*Nick Dearden. 2022. “Putting big pharma in charge of global vaccine rollout was a big mistake.” <i>The Guardian</i>, Feb. 8.</p> <p>ALSO: Look at vaccine justice websites: --The People’s Vaccine; Public Citizen (links on Canvas)</p> <p><b>(Optional):</b> William Finnegan. 2003. “The Economics of Empire: Notes on the Washington Consensus.” <i>Harper’s</i> (May): 41-54.</p> <p><b>(Optional):</b> David Bacon. 2013. “From Perote to Tar Heel.” 1-21 in <i>The Right to Stay Home: How US Policy Drives Mexican Migration</i>.</p>
	<p><b><i>Film for Week 7:</i></b> <i>(post response by Friday May 13, 10:00am)</i></p>	<p><b><i>“Life and Debt” (Watch via PSU Library:</i></b> <b><i><a href="https://search.library.pdx.edu/permalink/fp82vj0/CP71231407590001451">https://search.library.pdx.edu/permalink/fp82vj0/CP71231407590001451</a></i></b> )</p>
<p><b>WEEK 7</b> <b>May 9-15</b></p>	<p>Debt in the South: Structural Adjustment and Austerity</p>	<p>*Wayne Ellwood. 2015. <i>The No-Nonsense Guide to Globalization</i>. 47-67, “Debt and Structural Adjustment.”</p> <p>*Walden Bello. 2009. “Eroding the Mexican Countryside.” 39-53 in <i>The Food Wars</i>.</p> <p>*Jubilee USA Network. 2009. “SAPs: Making Debt Deadly.”</p> <p>*Jason Hickel. 2012. “The World Bank and the Development Delusion.” Al Jazeera, September 27.</p> <p><b><i>(And choose ONE of the following two readings):</i></b></p> <p>*Carrie L. Shandra, et al. 2011. “World Bank Structural Adjustment, Water, and Sanitation.” <i>Organization &amp; Environment</i> 24(2) 107–129.</p> <p><b><i>-OR-</i></b></p> <p>*James Pfeiffer and Rachel Chapman. 2010. “Anthropological Perspectives on Structural Adjustment and Public Health.” <i>Annual Review of Anthropology</i> 39: 149–159.</p>

	UNIT III	CURRENT STRUGGLES, COUNTERMOVEMENTS, AND RESPONSES TO GLOBALIZATION
	<b><u>Film for Week 8:</u></b> (post response by Friday May 20, 10:00am)	<b><i>“Inside Job”</i></b> (Watch: <a href="https://watchdocumentaries.com/inside-job/">https://watchdocumentaries.com/inside-job/</a> )
<b>WEEK 8</b> <b>May</b> <b>16-22</b>	The Global Financial Crisis and its Legacy  Populist Reactions to Globalization and Neoliberalism  Has Economic Globalization Increased or Decreased Global Inequality?  Labor (II): The Precariat	*Robert Creamer. 2011. “How Globalization Set the Stage for the 2008 Economic Collapse.” <i>Huffington Post</i> , Jan. 8.  *Naomi Klein. 2016. “It Was the Democrats’ Embrace of Neoliberalism That Won it for Trump.” <i>The Guardian</i> , November 9.  *Joseph Stiglitz. 2019. <i>Globalization and Its Discontents Revisited: Anti-Globalization in the Age of Trump</i> . Introduction (xv-xlv).  *George Monbiot. 2022. “There’s No Solidarity in ‘Sovereign Citizen’ Protests—Only Incoherent Rage.” <i>The Guardian</i> , Feb. 16  *Jason Hickel. 2017. “Is Global Inequality Getting Better or Worse? A Critique of the World Bank’s Convergence Narrative.” <i>Third World Quarterly</i> . 38(10): 2208-2222.  Guy Standing. 2012. “The Precariat is You and Me.” ABC News (Australia), February 8.
	<b><u>Film for Week 9:</u></b> (post response by Friday, May 27, 10:00am)	<b><i>“The Big Sellout”</i></b> (Watch free: <a href="https://thoughtmaybe.com/the-big-sellout/">https://thoughtmaybe.com/the-big-sellout/</a> ) <b><u>OR:</u></b> <b><i>“Even the Rain”</i></b> : Watch on Netflix or Prime
<b>WEEK 9</b> <b>May</b> <b>23-29</b>	Privatization and Commodification  <i>Case Study:</i> <i>Water Privatization and Opposition Movements</i>  Climate Crisis and Globalization; The Green New Deal	*Daniel Jaffee. 2020. “Enclosing Water: Privatization, Commodification, and Access.” 303-323 in Katherine Legun et al. (eds.), <i>The Cambridge Handbook of Environmental Sociology</i> .  *Maude Barlow. 2013. <i>Blue Future: Protecting Water for People and the Planet Forever</i> . New Press. 88-117.  *Naomi Klein. 2014. <i>This Changes Everything: Capitalism vs. the Climate</i> . Introduction. New York: Simon & Schuster.  *Kate Aronoff. 2018. “With a Green New Deal, Here’s What the World Could Look Like for the Next Generation.” <i>The Intercept</i> , December 5.
	<b><u>Film for Week 10:</u></b> (post response by Friday June 3, 10:00am)	<b><i>“The Take”</i></b> (Watch via PSU Library: <a href="https://search.library.pdx.edu/permalink/f/p82vj0/CP71292119020001451">https://search.library.pdx.edu/permalink/f/p82vj0/CP71292119020001451</a> )



<p><b>WEEK 10</b> <b>May 30- June 5</b></p>	<p>How is Inflation Connected to Globalization?</p> <p>Rethinking Development</p> <p>Fair Labor</p>	<p>*David Dayen and Rakeen Mabud. 2022. “How We Broke the Supply Chain.” <i>The American Prospect</i>, January 31.</p> <p>*Philip McMichael, <i>Development and Social Change</i>. 289-299, “Rethinking Development.” (p. 280-288 optional)</p> <p>*Jeremy Seabrook. 2007. <i>The No-Nonsense Guide to World Poverty</i>. 122-131, “Rescuing Self-Reliance.”</p> <p>*Peter Dreier. 2011. “Is the Perfect Factory Possible?” <i>The Nation</i>, October 19.</p> <p>[Read before watching film “The Take”]: Ben Blackwell. 2003. “Cooking-Pot Revolution.” <i>The Ecologist</i> 33(4): 52-55.</p>
	<p><b>FINAL EXAM</b></p>	<p><b>→ DUE Wednesday, June 8 by 11:59pm, on Canvas</b></p>

**[CONTINUED→]**

## **ADDITIONAL COURSE GUIDELINES:**

**Syllabus:** This is your principal guide to the class. Before emailing the TA or myself with a question, please *reread the syllabus first* to make sure that it doesn't answer your question.

**Contacting the Instructor:** I ask that you please do not contact me from inside Canvas. Instead, please send an email to Dr. Jaffee at [jaffee@pdx.edu](mailto:jaffee@pdx.edu), and include "Soc 320U" in the subject line.

**Academic Integrity and Avoiding Plagiarism:** I expect that your writing and your work on all assignments in this course will reflect original thought. Using the work or ideas of others without proper citation and attribution—whether from the internet, publications, or any other source—is plagiarism, and is a violation of the Student Conduct Code. To avoid plagiarizing, please adhere to at least these basic principles:

- 1) If you use another person's ideas in your work, you must cite the source in the text (author last name(s) and year\*);
- 2) If you use another person's exact words in your work, you must put those words in quotation marks, as well as cite the source in the text, with a page reference (author last name, year\*, and page number).
- 3) All sources cited in the text must also appear in the reference list/bibliography\*

Academic integrity is the cornerstone of the university, and I take violations of this policy very seriously.

Therefore, **any student whom I find to be in violation of these standards will receive either a grade of zero for the assignment in question, or a failing grade for the entire course.** I will also report all violations of this policy to the Dean of Student Life. If you have questions or concerns about these policies, or about proper attribution/citation practice, I strongly encourage you to discuss them with me. Please refer to the Student Code of Conduct for more information: <http://www.pdx.edu/dos/psu-student-code-conduct>

\*In your reading and film response postings, you do not need to list the publication year or add a reference list.

**Access and Inclusion for Students with Disabilities:** PSU values diversity and inclusion. We are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union: 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>. If you already have DRC accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

**PSU Sexual Harassment Policy:** As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. I also have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at: <https://www.pdx.edu/sexual-assault/get-help>. For more information about Title IX, please complete the required student module "Creating a Safe Campus" in your Canvas.

**Technology and Access:** All of the course materials, including readings, assignment descriptions, discussion forums, and assignment submission folders, are located on the course Canvas site. You will need a computer, tablet, or similar device with an internet connection to access Canvas. Please contact Dr. Jaffee if you have difficulty accessing any of the course materials or assignments.