

SOCL 240 GP 2021

WELCOME!

Dr. Anne Onyekwuluje

(On Yea Kool La j)

Virtual Office Hours (By appointment): Tues. & Thurs. 11:00a.m.-12:00p.m.

I want to hear from you! We can Zoom Together!

anne.onyekwuluje@wku.edu

<https://wku.zoom.us/j/729-289-4972>

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

~Martin Luther King, Jr.

“[W]hat difference it would make to our understanding if we looked at the world as a whole, a totality, a system, instead of as a sum of self-contained societies and cultures; if we understood better how this totality developed over time; if we took seriously the admonition to think of human aggregates as “inextricably involved with other aggregates, near and far, in weblike, netlike, connections.””

~Eric Wolf, Europe and the People without History

“If the life-supporting ecosystems of the planet are to survive for future generations, the consumer society will have to dramatically curtail its use of resources—partly by shifting to high-quality, low-input durable goods and partly by seeking fulfillment through leisure, human relationships, and other nonmaterial avenues.”

~Alan Durning, How Much is Enough?

Due to the new COVID-19 Delta Variant, I have converted the course to a hybrid course. I want to do what is best for each of us. I want us safe and healthy.

Our zoom classes for this fall semester are set up via Bb for each Thursday from 9:35 a.m. until 10:55a.m. I highly recommend that students do their virtual work assignments on each Tuesday. You will be in the best position to ask me questions after my chapter presentation of the course material (s) on each Thursday of the semester via zoom:

Weekly zoom presentations:

The first zoom session is on Tuesday August 24, 2021; 9:35-10:55am
Course Introduction

1. Lesson 1; Zoom Power Point Presentation

Thursday 8/26; 9:35-10:55am

One Part 1. And CONSTRUCTING THE CONSUMER

(No Zoom on 9/2/21)

2. Lesson 2; Zoom Power Point Presentation

Thursday 9/9; 9:35-10:55am

Two THE LABORER IN THE CULTURE OF CAPITALISM

3. Lesson 3; Zoom Power Point Presentation

Thursday 9/9; 9:35-10:55am

Three THE RISE AND FALL OF THE MERCHANT, INDUSTRIALIST, AND FINANCIER

4. Lesson 4; Zoom Power Point Presentation

Thursday 9/9; 9:35-10:55am

Four THE NATIONSTATE IN THE CULTURE OF CAPITALISM

5. Lesson 5; Zoom Power Point Presentation

Thursday 9/16; 9:35-10:55am

Five Part II, AND POPULATION GROWTH, MIGRATION, AND URBANIZATION

6. Lesson 6; Zoom Power Point Presentation

Thursday 9/23; 9:35-10:55am

Six HUNGER, POVERTY, AND ECONOMIC DEVELOPMENT

7. Lesson 7; Zoom Power Point Presentation

Thursday 9/30; 9:35-10:55am

Seven ENVIRONMENT AND CONSUMPTION

8. Lesson 8; Zoom Power Point Presentation

Thursday 10/7; 9:35-10:55am

Eight HEALTH AND DISEASE

9. Lesson 9; Zoom Power Point Presentation

Thursday 10/21; 9:35-10:55am

Nine INDIGENOUS GROUPS AND ETHNIC CONFLICT

10. Lesson 10; Zoom Power Point Presentation

Thursday 10/28; 9:35-10:55am

Ten Part III & PEASANT ADAPTATION AND RESISTANCE IN THE FACE OF OPPRESSION AND UNCERTAINTY

No zoom session for Lesson 11 (see syllabus)

12. Lesson 12; Zoom Power Point Presentation

Thursday 11/4; 9:35-10:55am

Eleven ANTI-SYSTEMIC PROTEST

13. Lesson 13; Zoom Power Point Presentation

Thursday 11/11; 9:35-10:55am

Thirteen SOLVING GLOBAL PROBLEMS: SOME SOLUTIONS AND COURSES OF ACTION

Last zoom presentation; Thursday, November 18, 2021 @9:35am

Course reflections

Face Masks

All students are strongly encouraged to get the COVID-19 vaccine. Students who are fully vaccinated will not be required to wear masks or to quarantine if exposed to the virus. Based on the latest CDC and KY public health guidance, WKU will require the wearing of masks while indoors for those who have not been fully vaccinated to protect themselves and others. Persons not fully vaccinated must quarantine if exposed to someone with Covid-19. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030)(TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Diversity Statement

“It is both appropriate and urgent that all of us acknowledge and represent appropriately the global community in which we live. You are required, in your content-based assignments, to include, as appropriate to the assignment, topics, information, opinions and images of those who don’t look, act, or think as you do. These sources will add breadth, depth, and insight to your content. These sources might include all genders and abilities, a variety of ages, races and ethnicities, sexual orientation, various views and religious belief systems, and various socio-economic and educational backgrounds. The manner and extent to which your work reflects this essential diversity will directly affect your job evaluations, especially in the areas of critical thinking, creative thinking and professionalism.”

Course Description

Few subjects require students and instructors to keep up with current affairs quite as much as the study of global problems and issues. Economic, political, and social events can alter global dynamics without even sophisticated intelligence services being forewarned; an Islamic revolution in Iran, a peasant revolt in Mexico, formation of the European Union followed by Brexit, the testing of nuclear devices in North Korea can quickly change global political, social, and economic arrangements. In fact, as Global Problems and the Culture of Capitalism emphasizes, perpetual growth and change are the dominant characteristics of our culture.

Student Objectives

- Understand the major global issues—population explosion, famine and hunger, global environmental destruction, the emergence and spread of new diseases, ethnic conflict and genocides, terrorism and social protest
- Gain and build critical skills, global social bonds, and global awareness
- Learn creative problem solving
- Experience the capacity for critical and logical thinking
- Explore the complexity in world capitalism and globalization
- Acquire an understanding of society and human behavior

Course Requirements (a)

You are expected to keep up with the course textbook readings and the course assignments. Chapter readings should be completed before answering the assignment questions. You are responsible for all material presented to you in the content folder found in Bb.

You must purchase the required reader *Global Problems and the Culture of Capitalism*, which is available at <https://courses.lumenlearning.com/suny-plattsburgh-anthro/> The reader provides supplementary material and contains links to articles to supplement each of the book chapters.

Required Textbook

GLOBAL PROBLEMS AND THE CULTURE OF CAPITALISM, 7th Edition, ISBN-10: 0-134-73767-9, ISBN-13: 978-0-134-73767-6 Authors, **Richard H. Robbins and Rachel A. Dowty** (Check out Amazon for better prices)

*Personal Applications

Please read each chapter with the idea that the problems we examine are relevant to you, and that the problems will affect you either directly or indirectly and that your actions now or in the future will determine the extent to which the origins of these problems can be acknowledged, let alone ever addressed.

Chapter textbook readings can help generate self- discussions of key themes found in the chapters. Come to the Thursday zoom sessions at 9:35 a.m. until 10:55 a.m. to gain a better understanding of the material (s). Listen attentively to brief Bb lectures for an overall view of the chapters. Take good notes as you read each chapter is a must! Participate in extra credit opportunities is paramount and will give you the best possible grade in the course. Thanks!

“Inspiration exists, but it has to find you working” ~Pablo Picasso~
Career Coaching is a good resource

The WKU Center for Career and Professional Development is located in the Downing Student Union, Room 2001. They will help you navigate your career by providing coaching on topics including: resumes, cover letters, internship/job searches and interviewing. Plan to attend future

Potter College of Arts & Letters Career Fairs, to speak with employers about job and internship opportunities. Jake Hamlin is the PCAL Career Coach.

Writing Center Assistance

The Writing Center on the Bowling Green campus is offering **only** remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

Student Disability Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Misconduct

Academic Misconduct in any form is in violation of Western Kentucky University Student Disciplinary Regulations and will not be tolerated. This includes but is not limited to: coping or sharing answers on assignments, plagiarism, having someone else do your academic work. Including—any dishonest manipulation to receive a grade or points not earned is an academic violation. Depending on the act, a student could receive an F grade in the course and could be suspended or expelled from the University.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

Title IX Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

70-79% = C
 60-69% = D
 Below 59% points = F

The actual # of points earned (including any extra bonus points you earn) determines your final grade. To illustrate if you earned 285 points, your final grade would be 83% (B) that is 285 points earned divided by 340 total course points.

If you find yourself doing poorly in the course, please contact the instructor for strategies to improve. Also contact the learning center for assessment.

Knowledge is gained when a student **studies and applies** himself or herself to learn new facts.

The Learning Center
www.wku.edu/tlc
 (270) 745-6254

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two-machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.

TLC @ DUC

Sunday	4:00 pm – 9:00 pm
Monday – Thursday	8:00 am – 9:00 pm
Friday	8:00 am – 4:00 pm

TLC @ FAC

Monday – Tuesday	1:00 pm – 7:00 pm
Wednesday – Thursday	9:00 am – 5:00 pm
Friday	2:00 pm – 4:00 pm

TLC @ Keen

Sunday – Thursday	6:00 pm – 11:00 pm	TLC @ McCormack
Sunday – Thursday	6:00 pm – 11:00 pm	

TLC @ PFT

Sunday – Thursday 6:00 pm – 11:00 pm
(PFT residents and their guests only)

To receive a final grade in the course, all lessons and the final exam must be completed, if not all completed, (a final grade of (F) will be reported).

- No lessons or extra credit will be accepted via email. No late assignments will be accepted! Do not ask.
- All work must be done independently by the student.
- I will not grade similar work
- All work must be typed
- All lessons plus any extra credit work can be single or double spaced, one full page in length is highly recommended. Your assignments must be dated.
- All work using outside sources, and our text must be cited
- Use the latest APA 7th edition for proper citation(s)
- No separate title page (for lessons) is needed, but make sure your name and date appears on the top of each lesson, there are some lessons where you should have a title, but not a separate title page
- You will need a title and a reference page for the Corporation paper, the “Other” exercise, and the Disaster Capitalism exercise.

A comprehensive scope of the entire course assignments

Week	Assignments	Chapter Readings
1	Lesson 1	One Part 1. And CONSTRUCTING THE CONSUMER
2	Lesson 2	Two THE LABORER IN THE CULTURE OF CAPITALISM AND Becoming an Advocate for Higher Wages Exercise
3	Lesson 3	Three THE RISE AND FALL OF THE MERCHANT, INDUSTRIALIST, AND FINANCIER AND Corporation Reports
4	Lesson 4	Four THE NATION-STATE IN THE CULTURE OF CAPITALISM
5	Lesson 5	Five Part II, and Market Externalities Exercise AND POPULATION

		GROWTH, MIGRATION, AND URBANIZATION
6	Lesson 6	Six HUNGER, POVERTY, AND ECONOMIC DEVELOPMENT AND The World Game Exercise
7	Lesson 7	Seven ENVIRONMENT AND CONSUMPTION
8	Lesson 8	Eight HEALTH AND DISEASE
9	Lesson 9	Nine INDIGENOUS GROUPS AND ETHNIC CONFLICT
10	Lesson 10	Ten Part III & PEASANT ADAPTATION AND RESISTANCE IN THE FACE OF OPPRESSION AND UNCERTAINTY
11	Lesson 11	Disaster Capitalism
12	Lesson 12	Eleven ANTI-SYSTEMIC PROTEST
13	Lesson 13	Thirteen SOLVING GLOBAL PROBLEMS: SOME SOLUTIONS AND COURSES OF ACTION
14	Lesson 14	The “Other” Exercise

1. **Do not** rewrite the questions
2. Answer the questions **fully**.
3. Some questions may have **several parts**.
4. Answers **can be single or double spaced on one full page if possible**
5. **Cite** your work when necessary

Lesson one, Part I. and Chapter 1:

For this lesson to be submitted via Bb fully answer questions #1, #3, and #5 (worth 15 points)

For the final exam, make sure you *prepare answers to all* of the below questions

1. Define globalization and explain what the term globalization mean to you, and what do you view as the roles of developed and less developed nations in a globalized world?
2. Explain how American culture and Western culture, in general, may be characterized as the culture of capitalism, or more specifically consumer capitalism and American society may be characterized as the society of perpetual growth.
3. The central roles on the culture of capitalism are the consumer, the laborer, and the capitalist, each operating according to a set of rules orchestrated and enforced by the nation-state. Explain those roles and rules.
4. Explain how children (consumer)are targeted using technology instead of story books. Discuss the relationship between the story of the Wizard of Oz and consumerism. What is meant by the term “kinderculture”?
5. What do you see in the future for the consumer? How will these changes affect consumption as we know it? How does using social media to create consumers compare to the discussion in your text of the creation of the consumer.

If you have time, consider thinking about how Cardi B influenced consumer choice (Pepsi).

Lesson two, Chapter 2:

For this lesson, Part (1.) to be submitted via Bb fully answer questions #1, #2, and #3 (worth 15 points)

For the final exam, make sure you prepare answers to all of the below questions

1. Explain how profit in a capitalist culture comes largely from the capitalist’s control of the surplus value of labor. Explain how migration became an important factor in the development of capitalism?
2. Explain how racism and sexism are direct consequences of the process of the segmentation of labor, and the requirement in the culture of capitalism to provide a ready source of cheap labor.
3. Describe sweatshop labor. Explain how children are among the main victims in the process of the creation of the laborer.
4. Explain why some may think that consumers in developed nations continue to ignore the conditions under which workers in less developed nations exist and at the same time blame the poor or unemployed in the United States for their plights?
5. Explain how the ever-increasing desire to consume more and more affect us as laborers? How does the desire in developed nations affect the laborer in less developed nations?

Part (2.) Extra Credit: Becoming an Advocate for Higher Wages!

Poverty and Minimum Wage Exercise

This extra credit exercise must be submitted via Bb when you submit lesson two questions and answers.

For extra credit (up to 2 points will be added to your final course grade) complete a statement or summary of your findings. See below how to complete the exercise:

This exercise explores the contribution of our low minimum wage to poverty and hunger. Most believe that when a person(s) goes to work every day and works hard he or she should be paid enough to have the basic necessities of life (we are talking shelter, food, clothing...not cell phones and iPads). This brings us to a discussion of minimum wage versus living wage. A higher minimum wage may not be the solution to poverty mostly because the cost of living varies so greatly among regions and minimum wages are usually state-wide. MIT has a living wage calculator where you can see what it actually costs to live in every county in the United States. See <http://livingwage.mit.edu/>

For this exercise, I want you to determine the minimum wage for your location (or other locations if desired) and using the cost of living data from MIT explore the likelihood that people who work and are paid minimum wage will experience poverty and/or hunger.

You may find the below information interesting

The 2020 year marked an historic landmark for dramatically improving many people's living standards by increasing the minimum hourly wage. According to David Cooper of the Economic Policy Institute, nearly [7 million workers](#) started the new year with higher wages. This was not due to Trump's tax cut which reduced the corporate income tax rate from 35 percent to as low as 20 percent. That change resulted in doubling the number of companies paying zero in taxes, [according to research](#) from the Center for Public Integrity.

Instead, guaranteed higher wages were a result of citizens working in their communities to make local governments accountable to them. In 2020 half of the states raised the minimum hourly wage, an effort that was led by 22 city and county governments, with states, still trying to catch up.

The movement to raise the minimum wage to \$15 first caught the nation's attention when in 2013 the Washington State city of SeaTac, with a population of less than thirty thousand, passed a citizen's initiative establishing it. A coalition of unions, faith groups, immigrant and community groups came together, inspired by one-day walkout strikes by non-union fast-food workers in New York city in the late fall of 2012. They demanded better working conditions and a \$15 minimum wage. Walkouts by fast food workers occurred early the next year in cities like Chicago, St. Louis, and Milwaukee demanding a higher minimum wage.

SeaTac's victory encouraged workers and citizens to mobilize in neighboring Seattle, with a population of over 600,000. Astonishingly, within six months of Sea-Tac's victory Seattle became the first major city in the US to adopt a \$15 minimum hourly wage for all employees, working part and full time, including those receiving tips.

Several books have described how this victory came about. The book, *Becoming a Citizen Activist*, begins with a glimpse of how the city council came to pass the legislation. More detailed descriptions of how the effort began in Sea-Tac and spread to Seattle are covered in David Rolf's *The Fight For \$15* and Jonathan Rosenblum's *Immigrant Workers, Faith Activists, and the Revival of the Labor Movement*.

The desire to raise minimum wages is not confined to large liberal cities. It crosses regional and political boundaries, uniting grassroots efforts challenge entrenched political parties who control the state governments. For example, look how voters in both New Jersey and

Missouri increased the minimum wage, overturning their governor's and state legislator's actions.

In November 2013, New Jersey voters effectively overrode Governor Chris Christie's veto of the minimum wage bill the legislature had passed. The voters approved an increase through a ballot measure. These were not hard-core democrats, since republican Christie and his lieutenant governor were re-elected with over 60% of the vote. In Missouri voters passed a higher state minimum wage at the ballot box [after state lawmakers nullified city minimum wage ordinances](#) that had been enacted by local governments in Kansas City and St. Louis. Missouri is a trifecta state, where the republicans simultaneously hold the governor's office and majorities in both state legislative chambers and since 2000, has voted 100% for a republican presidential candidate. Raising the minimum wage once again was critical to voters who also voted republican.

These local and state actions have become necessary because congress, under the control of either the democrats or the republicans, has up to now, been unwilling or unable to increase the minimum wage. And it is about time that they act. The federal government last raised the minimum wage to \$7.25 in July 2009, and since then its purchasing power has declined by 17 percent. The democratic controlled U.S. House of Representatives passed the ["Raise the Wage Act of 2019"](#), a bill that would raise the federal minimum wage to \$15 by 2025.

It was sent to Senate Majority Leader Mitch McConnell, but he denied it an opportunity to be voted on, along with a hundred other bills from the House of Representatives that were referred to the Senate. However, no matter what occurs in D.C. organizing must continue at the local and state level. Below are some strategies to consider for doing so.

Five Critical Strategic Steps For Passing Higher Minimum Wage Legislation at the Local Level:

First, Have dedicated staff - there must be full time staff working with community groups to provide them outreach services. Unions, like SEIU and HERE Unite, that have been in the forefront and others who are involved, may have paid staff to fill that role. Unions provided the organizational strength that allowed both SeaTac and Seattle to ultimately succeed. Meanwhile, the faith community's organizations are more likely to provide a pool of volunteers to work with paid staff and reach out regularly to their membership.

Second, Do good research - it is critical to provide reliable data to the public. The executive director, John Burbank, and the policy director, Marilyn Watkins, of the local and nationally recognized think tank, the [Economic Opportunity Institute](#), provided data to convince both politicians and the public that raising the minimum wage was good for the economy. On a national level, [Economic Policy Institute](#)'s David Cooper continues to track efforts to increase the minimum wage throughout the nation. That research does not end after legislation is passed, because those opposed to this type of government regulation will continue to site studies that could eliminate or hamper such legislation. Watkins' article [Poor research leads to poor findings on minimum wage](#), provides a perfect example of why such attention is needed, as she systematically dissects a study critical of increasing the minimum wage.

Third, Work with politicians - community groups need to identify and work with elected officials who are willing to champion, support or even discuss the need for increasing the minimum wage. Timing is important. If there is an election, use it to promote increasing the minimum wage. As a city council candidate, socialist Kshama Sawant built a grassroots *\$15 Now* campaign and made increasing the minimum wage an issue that both Mayoral candidates

adopted in the general election.

Even without introducing legislation, a local councilmember can hold public forums to get information out to the public and to other politicians. Ady Barkan, the founding director of the national network of one thousand elected municipal officials, Local Progress, writes in his book *Eyes to the Wind*, how Local Progress worked with me to bring national experts and councilmembers from other cities to a Seattle symposium to discuss how minimum wage legislation could help employees avoid poverty while expanding the economy. Three months later the Seattle City Council passed the legislation.

Fourth, Involve national groups – without the support of groups like Local Progress and SEIU, Seattle’s effort would have had to rely just on local resources. National groups are not going to win a campaign, but they can bring in resources, like speakers, national media, and critical strategic advice. If they can send a representative to your city, make it a media event by inviting the public to hear them. Also, line up interviews for them with reporters, bloggers, politicians and opinion leaders.

Fifth, Feed all types of media – use social media to broadcast events, solicit volunteers and educate the public. Use radio to appear on talk show programs, all of them. It doesn’t matter if the host is a conservative, as long as you can get your message out, you will pick up some support. Meet regularly with bloggers to give them an inside look at what is happening on this issue and do the same with newspaper columnists and reporters. Don’t forget to reach out to community, church, and any group that has an electronic newsletter. To borrow from Eric Lou’s book title, *You’re More Powerful than You Think*. Now you just have to work with others to exercise that power to get your local government to raise the minimum wage.

Lesson three, Chapter 3:

For this lesson, to be submitted via Bb fully answer questions #1, #2, and #3 (worth 15 points)
For the final exam, make sure you prepare answers to all of the below questions

1. What is meant by the term “capitalist” and what is his or her function in the culture of capitalism?
2. How would you explain this statement to someone: In the course of the expansion of the culture of capitalism, there has been a growing concentration of wealth in fewer and fewer hands, a concentration that is the direct result of the workings of the capitalist economy. Make sure you write enough to defend your response.
3. How would you explain this statement to someone: In the course of the development of the culture of capitalism, there has been a marked change in the organization of capital and how it is controlled. The result is that only a few organizations control vast wealth and are able to dictate the nature of social, political, economic, and cultural life. Make sure you write enough to defend your response.

CORPORATE ASSIGNMENT

Worth 10 points

On the Bb group discussion section write your name and your corporation. No two students can have the same corporation

Your text devotes a considerable amount of discussion to the role of multinational or transnational corporations in our lives. It discusses also the extent to which the actions of corporations are either concealed from us or carefully presented to cast corporate actions in as favorable a way as possible.

You are to prepare a one-page typed report on the business practices of your corporation; that is, you are asked to consider the economic, social, and environmental costs of your corporation doing business. **Make sure you include a title page and a reference page.**

The object of the assignment is to illustrate the extent to which the consequences of doing business can be detrimental to people (particularly in the periphery) and the environment, and the difficulty for corporations, given their primary responsibility to investors, to be otherwise.

List of corporations, you can also choose your own:

Yahoo	ESPN, Inc.	Sony Corporation
General Electric	Netflix	Nissan Motor Co., Ltd.
General Motors	Nike	Mitsubishi Group
Groupon	PayPal	DeBeers S.A.
McDonald's	Quaker Oats	Samsung Electronics
eBay	Procter & Gamble	BP PLC
CBS	Air Canada	Apple Inc.
Black Entertainment	Michelin	Wal-Mart
Television	Volkswagen AG	
Chrysler	Air India	
Target		

Bank of America
Boeing Company
Sea World
Starbucks
AT&T
Amazon
American Airline

SOCL 240/ Corporate Assignment Rubric

You can earn up to 10 points for this corporation assignment

Area	Score	Quality	Criteria
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CORPORATION CHOSEN .5 Points	___	___ Very good ___ Good ___ Not included	<ul style="list-style-type: none"> The corporation chosen should derive from the potential list of options provided on the assignment page or your own choice. Write a brief history of the company.
REPORT 3.5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> The report section should lay out a clear perspective on the practices of the corporation chosen. Economic, social, and environmental cost must be included within the writing. Public image, ethics, values, and leadership structure must be included within your writing.
OBJECT 3.5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Did the writer display a clear illustration of how businesses can be detrimental to people, as well as the environment?
ORGANIZATION 1 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Sections are organized well to guide reader through the main ideas of the corporate assignment.
APA .5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Correct APA format A Reference Page is inputted at the end of the writing.
GRAMMAR .5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Minimum typos Correct punctuation Complete sentences are expected
MECHANICS .5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Followed writing guidelines

Lesson four, Chapter 4:

For this lesson, to be submitted via Bb fully answer questions #1, #3, and #4 (worth 15 points)
For the final exam, make sure you prepare answers to all of the below questions

1. The essential elements of the culture of capitalism are the consumer, laborer, capitalist, and the nation-state. What are the functions of the nation-state which have contributed to the growth of the culture of capitalism?
2. Define the terms “state” and “nation-state” and discuss their similarities and differences.
3. What part did colonialism play in the development of the nation-state?

4. Is the modern state an agent of genocide and ethnocide? Support your answer with examples for full credit.
5. In what ways are transnational corporations a threat to the future of the nation-state?

Lesson five, Part II. and Chapter 5:

For this lesson, to be submitted via Bb fully answer questions #1, #3, and #5 (worth 15 points)

For the final exam, make sure you prepare answers to all of the below questions

1. Define market externalities. And complete the Market Externalities Exercise below:

In Part II the text discusses market externalities and offers a table of market factors and possible market externalities. You can go to a supermarket (produce department works well but other goods can be used) and select two or three products. You should note where the product was grown and the price of the product. You should then explore the region of production for such things as labor laws, environmental impacts, or other as indicated in Table II.I in Part II Introduction. Write a very brief report discussing the externalities and the price charged in the supermarket for the item as compared to the actual cost to society.

Items to be explored can also include: Technology (TVs, computers, smartphones, and similar work well). The instructions in #1 should then be followed to explore market externalities. You can also make your own selections. One illustration may be a discussion about the negative externalities of flushing a toilet.

2. What has to happen for the market to operate as Adam Smith proposed, what conditions must exist?
3. What is meant by Polanyi's paradox?
4. Using Wal-Mart as a model of the market, evaluate their practices, both in trade and marketing. Are they efficient? Are their actions sustainable? Is the consumer ultimately satisfied, or are their other circumstances to take into account?
5. What do Malthusians believe is the relationship between population and hunger? What is meant by the term "carrying capacity"? Discuss whether we can determine a carrying capacity for humans, and support your answer using what you have learned from the chapter.

Lesson six, Chapter 6:

For this lesson, Part (1) to be submitted via Bb fully answer questions #2 #3, and #4 (worth 15 points)

For the final exam, make sure you prepare answers to all of the below questions

1. Studies indicate that hunting and gathering societies had adequate nutrition and enjoyed better health than agricultural societies. Why did they convert to agriculture to sustain themselves?
2. Compare swidden agriculture with plow and irrigation agriculture. Why would one be chosen over the other? What are the positive and negative aspects of both?

3. What does the term “neocaloric” mean? What changes have occurred in the transition from early farming to modern agriculture using the neocaloric perspective?
4. What determines how much and what kinds of food are produced? For full credit give examples to support your answer.
5. It is estimated that 25–35% of all children suffer from nutritional deficiencies and/or hunger in the United States, which has large surpluses of food. Use what you have learned in this chapter to explain why this is occurring in one of the richest countries in the world. Why are we seeing, during the coronavirus pandemic, so many Americans lining up in long lines for food? Be critical in your analysis, please **do not** state the obvious. Read Gonzalez’s quote below. Thanks!

“Our present global economic order produces a stable pattern of widespread mal-nutrition and starvation among the poor, with some eighteen million persons dying each year from poverty-related causes, and there are likely to be feasible alternative regimes that will not produce similarly severe deprivations. If this is so, the victims of avoidable deprivations are not merely poor and starving but impoverished and starved through an institutional order coercively imposed upon them. There is an injustice to this economic order, which it would be wrong for its more affluent participants to perpetuate.”

~Carmen G. Gonzalez, *World Poverty and Food Insecurity*

Part (2.) Extra Credit, THE WORLD GAME Exercise

How Would You Run The World?

Remember this extra credit exercise must be submitted via Bb when you submit lesson six questions and answers.

For this extra credit (up to 2 points will be added to your final course grade).

This game will assist in building critical skills and global awareness.

You are to design a world of your own creation, guided by your own values and principles that shapes your creativity, backgrounds and perspectives. Be both creative and serious in your thoughts and brief write-up.

No two worlds are ever alike. Strive to develop in your creativity—the infrastructure (i.e., public services, communications, public transportation, power supply, food supply, water, telecommunication, roads, rails, etc.) necessary in your world. In the various roles of a world describe regions, corporations, and so forth... .

Lesson seven, Chapter 7:

For this lesson, to be submitted via Bb fully answer questions #2, #3, and #4 (worth 15 points)

For the final exam, make sure you prepare answers to all of the below questions

1. It takes 4–6 hectares of land per person to maintain the consumption patterns of core countries, yet there are only 1.7 hectares of productive land per person in the world. How does a country such as the United States continue to see annual increases in GNP?
2. Why is less attention paid to consumption as a major cause of environmental pollution? What effect would addressing this issue have on core and peripheral countries?
3. In the culture of capitalism, an overproduction of commodities occurs. Why does this occur, what is the solution most industries attempt, and how is this related to environmental degradation?
4. What is meant by the "spin-off effects of commodities"? For full credit use examples and show the relationship to environmental pollution.
5. What effect does the pattern of consumption in the United States have on the environment in peripheral countries?

Lesson eight, Chapter 8:

For this lesson, to be submitted via Bb fully answer questions #1, #3 and #5 (worth 15 points)

For the final exam, make sure you prepare answers to all of the below questions

1. Four things must happen for us to die of an infectious disease. Discuss how the culture of capitalism helps these four things (listed below) to happen:
 - a. we must come into contact with a pathogen or vector of disease
 - b. the pathogen must be virulent
 - c. the pathogen must invade the body's immune system
 - d. the pathogen must be able to circumvent the measures that society has developed to prevent it from doing harm
2. Discuss the relationship between monoculture farming and drug-resistant pathogens. How has the culture of capitalism created this relationship?
3. What are some of the negative consequences to health that have occurred as a result of the transition from hunting and gathering to sedentary agriculture?
4. What effect has the culture of capitalism had on labor that makes it instrumental in the transmission of AIDS?
5. Why was the United States slow to respond to the outbreak of AIDS and what was the initial reaction to the disease by government institutions such as the Centers for Disease Control? Too, was the United States slow to respond to the coronavirus? Explain your response.

Lesson nine, Chapter 9:

For this lesson, to be submitted via Bb fully answer questions #1, #2, and #5 (worth 15 points)

For the final exam, make sure you prepare answers to all of the below questions

1. Why are indigenous groups especially vulnerable to the destruction caused by the expansion of capitalism?
2. Colonizers often used either direct rule or indirect rule to politically control the indigenous populations. Explain how the two systems worked to achieve the goals of the colonizers.

3. The third step used to destroy the indigenous populations is cultural modification. Explain how this is carried out, who carries it out, and the reaction of the indigenous people.
4. The 1994 slaughter of over 800,000 people in Rwanda was attributed to “ancient tribal hatreds.” On this basis, Western governments refused to interfere. Was this the actual cause of the genocide in Rwanda? If not, why did it happen? What purpose did it serve to blame tribal hatreds for what was happening?
5. Discuss the ways in which genocide, such as those in Rwanda and Bosnia-Herzegovina, can be considered a market externality.

Lesson ten, Part (III.) Chapter 10:

For this lesson, to be submitted via Bb fully answer questions #2, #3, and #5 (worth 15 points)
 For the final exam, make sure you prepare answers to all of the below questions

1. What is the relationship between non-state groups and nation-states in their use and sponsoring of violence?
2. What are some of the problems with labeling political violence as terrorism by non-state groups? What are some of the problems in declaring a “war on terrorism”? Discuss briefly the January 6, 2021 unrest at the U.S. capital.
3. In what ways do groups such as al Qaeda resemble secret societies such as mafia? How might those similarities suggest ways to address them?
4. In what way has the expansion of the culture of capitalism freed corporations from their responsibilities to local communities?
5. Define the term “disaster capitalism.” What is the goal and who are the winners and the losers?

Lesson eleven, Disaster Capitalism Exercise:
 (Worth 25 points)

Profit from Disaster

This assignment is an exploration of disaster capitalism. You should explore and develop a clear understanding of the concept of disaster capitalism including the roles of the capitalist and the nation-state. You then must select either a natural or man-made disaster and explore whether disaster capitalism occurred during the reconstruction/recovery period. Examples for exploration might include the following or others:

- Hurricane Maria-Puerto Rico in 2017
- Earthquakes such as in Haiti in 2010
- Hurricanes such as Katrina (New Orleans), Sandy (the Eastern Seaboard)
- The War on Drugs and Private Security Firms
- The Afghanistan War
- The Iraq War
- The Iran Conflict
- Tsunami or Flood events such as 2004 Indonesian tsunami
- Others

Profit from Disaster Rubric**You can earn up to 25 points for this exercise assignment**

Area	Score	Quality	Criteria
Disaster Topic CHOSEN 2 Points	___	___ Very good ___ Good ___ Not included	<ul style="list-style-type: none"> ▪ The disaster title/topic chosen should derive from the course list or course material. You can choose your own disaster topic.
REPORT 10 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> ▪ Each section of your exercise should lay out a clear picture of your disaster capitalism topic. You must clearly identify all players including the winners and losers and explain how disaster capitalism occurred giving specific examples.
OBJECT 10 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> ▪ Did the writer display a clear illustration of how the course material reflects upon disaster capitalism? Is there an understanding of the concept of disaster capitalism including the roles of the capitalist and the nation-state?
ORGANIZATION 1 Point	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> ▪ Sections are organized well to guide reader through the main ideas of the assignment.
APA 1 Point	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> ▪ Correct APA format ▪ A Reference Page is inputted at the end of the writing.
GRAMMAR .5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> ▪ Minimum typos ▪ Correct punctuation ▪ Complete sentences are expected
MECHANICS .5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> ▪ Followed writing guidelines

- On our Bb group discussion board list your name and your topic. No two students can have the same disaster

Lesson twelve, Chapter 11:

For this lesson, to be submitted via Bb fully answer questions #1, #3, and #5 (worth 15 points)

For the final exam, make sure you prepare answers to all of the below questions

1. What strategies to improve workers' rights developed in Europe and the United States as a result of the revolution of 1848, and what was the outcome of those strategies?
2. The enormous world economic growth after WWII created illusions in the capitalist, communist, and newly liberated states. What were these illusions?
3. The coal mines of Pennsylvania were dangerous, workers were not adequately reimbursed for their work, and employment was not secure. Describe the ways in which the workers sought to alleviate their problems. In what ways did the Molly Maguires and the Mau Mau oath reflect both the situations of the laborers who protested and those in power?
4. What are the similarities between the conditions from which labor conflict arose and what occurs today in industries worldwide? Are the reactions to these occurrences by the laborer and the capitalist also similar?
5. Why was the transformation from the extended family to the nuclear family necessary for the expansion of the culture of capitalism?

Lesson thirteen, Chapter 13:

For this lesson, to be submitted via Bb fully answer questions #1, #4, and #5 (worth 15 points)

For the final exam, make sure you prepare answers to all of the below questions

1. Why is the culture of capitalism dependent on perpetual economic growth? Who benefits from this growth, and what are the consequences for society?
2. Why is it difficult to slow growth to repay debt. What does the author mean by “damned-if-we-do and damned-if-we-don’t”?
3. If debt cannot be repaid, what will be the reaction of those whose position the income stream on debt payments support?
4. Why has US inequality come to rival that of the 1920s or even the 1880s? How did this happen?
5. What is the main principal of the Chicago Plan? Why did Congress fail to approve the plan?

Lesson fourteen, The “Other”

(Worth 25 points)

THE “OTHER” ASSIGNMENT

The culture of capitalism is a competitive culture which creates stratification. In the text, we have learned about the components of capitalism: The laborer, consumer, merchant, and nation-state. There is a competitive and often adversarial relationship between these, both in our own nation and in our relationships with other nations.

To some capitalism is not a kind system; it is based on profit and often those profits are attained through suffering. During your own discussions, I hope you have talked about how we get our cheaply priced goods at the expense of others. If we looked into our neighbor's yard and saw young children beaten and working long hours while living in horrid conditions to make things to sell, I believe that we would all take action to help the child; yet, this occurs each day in the production of goods that we purchase. How

and why does this occur? It occurs through the creation of the “other”, which results in dehumanization.

In one typed page explore how each of the components of capitalism uses this concept against others. Who is the “other” to the laborer, the consumer, the merchant, and the nation-state? How does each dehumanize humans to create the “other”?

You must answer the following questions for each component (laborer, consumer, merchant, nation-state):

1. Who is the “other” that the component creates?
2. Why does the component group create the “other”?
3. In what way does each component use the concept of the “other”?
4. You must give specific examples to illustrate your discussion of each component.


The idea of the “other” is central to sociological analyses of how majority and minority identities are constructed in society. This is because the representation of different groups within any given society is controlled by groups that have greater political, economic and social power. In order to understand the notion of the “other,” sociologists first seek to put a critical spotlight on the ways in which social identities are constructed. Identities are often thought as being natural or innate – something that we are born with – but as sociologists we highlight that this taken-for-granted view is not true.

SOCL 240/ The “Other” Exercise Assignment Rubric
You can earn up to 25 points for this exercise assignment


Area	Score	Quality	Criteria
Explain the creation of the “other” 10 Points	___	___ Very good ___ Good ___ Not included	You must answer the following questions for each component (laborer, consumer, merchant, nation-state): <ol style="list-style-type: none"> 1. Who is the “other” that the component creates? 2. Why does the component group create the “other”? 3. In what way does each component use the concept of the “other”? 4. You must give specific examples to illustrate your discussion of each component.
REPORT 10 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> ▪ Explore how each of the components of capitalism: The laborer, consumer, merchant, and nation-state dehumanize humans to create the “other” must be included within your writing.

OBJECT 2.5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Did the writer display a clear illustration of how creating the “other” can be detrimental to people and society in general?
ORGANIZATION 1 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Sections are organized well to guide reader through the main ideas of the assignment.
APA .5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Correct APA format A Reference Page is inputted at the end of the writing.
GRAMMAR .5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Minimum typos Correct punctuation Complete sentences are expected
MECHANICS .5 Points	___	___ Very good ___ Good ___ Average ___ Needs improvement ___ Weak	<ul style="list-style-type: none"> Followed writing guidelines (One page, Times New Roman, 12 pt., double spaced, 1-inch margins)

The above schedule, requirements, and policies are subject to change due to extenuating circumstances

-  If you have an emergency issue or a concern about anything, please email me independently to discuss. I will listen to you and make the best fair decision on your behalf. Make sure you have the proper documents to support your issue. Thanks!

Choosing to remain in this class means you accept the terms of this syllabus. You are responsible for the information contained in this syllabus. This course is **highly** centered on individual reading from the required textbook. You must read your book chapters to answer each set of chapter questions. There will be no lecture notes on blackboard. I will offer short videos summarizing lessons 1-5, lessons 6-10 and finally lessons 11-14.

-  You can track your earned points on blackboard. You can also track any earned extra credit points on Bb. If extra credit points are added to Bb, please **ignore thinking** that the extra credit points will lower the value of your overall points or grade. Thanks!

Dates to Remember:

Course starts on August 23, 2021

Course ends December 3, 2021

Final Exam December 7, 2021

Grades Due, December 14, 2021

Thank you for your willingness to contribute to a great semester through conscientious and thoughtful work. *I really appreciate it. Have a great semester!*