

SEXUALITIES, ECONOMY, AND GLOBAL INEQUALITIES
Rutgers Sociology 421 (01:920:421:03 19082)

Tue/Fri 10:55 a.m.–12:15 p.m., Sep 5–Dec 22, 2017
Davison Hall 122, Douglass Campus

CONNECTING WITH YOUR INSTRUCTOR

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Dudley Road, New Brunswick, NJ 08901) or by appointment.

- Who in the Global South prepares the food and fruits you consume?
- What hourly wage do fast-fashion clothes workers earn?
- How do sexual and economic inequalities diffuse around the globe and change over centuries?
- What social forces produce inequalities and why are they resilient to social reforms?

This course will be an exciting “world travel” to examine cultural, economic, and gender/sexual inequalities between and beyond the Global North and South. In Part One, we will use the perspective of **global flows** to track how bodies, objects, information, and social institutions move across borders and diffuse around the globe. Together we will forge analytic tools to critique the regimes of global domination (e.g. imperialism, colonialism, development, Westernization and Easternization), and their linkages with neoliberal capitalism. In Part Two, we will focus on gender and economic inequalities in the institutions of global sex work and sex education, addressing transnational circuits of sex-negative discourses. In particular, this course will discuss **how politics, economy, and religion work together to shape cultural and sexual inequalities**. Finally, we will learn, from sex workers in Asia and global activists, ways to use the body, love, and agency to intervene in the changing world and resist unequal structures.

Required Texts

- ✧ Ritzer, George and Paul Dean. 2015. *Globalization: A Basic Text (2nd Edition)*. West Sussex, UK: John Wiley & Sons. (Ch. 1–4, 7–8, 10, 12–13, 15).
- ✧ Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Oakland, CA: University of California Press. (Whole book).
- ✧ Duggan, Lisa. 2003. *The Twilight of Equality?: Neoliberalism, Cultural Politics, and the Attack on Democracy*. Boston, MA: Beacon. (Intro, Ch. 2–4).
- ✧ Buss, Doris and Didi Herman. 2003. *Globalizing Family Values: The Christian Right in International Politics*. Minneapolis: University of Minnesota Press. (Intro, Ch. 3 & 6).
- ✧ Adamczyk, Amy. 2017. *Cross-National Public Opinion About Homosexuality: Examining Attitudes across the Globe*. Oakland, CA: University of California Press. (Intro and Ch. 1–2).

Books are available at the Rutgers University Official Bookstore close to the New Brunswick Train Station (100 Somerset Street, New Brunswick, NJ 08901; <http://rutgers.bncollege.com/>). Other readings are accessible on our class Sakai site.

For additional reading or advanced students, I recommend: Lechner, Frank J. and John Boli, eds. 2015. *The Globalization Reader* (Fifth Edition). West Sussex, UK: Wiley Blackwell.

Important Note on the Reading Requirement

Assigned *required* readings should be read prior to each seminar. For this 400-level class, the average readings per class total 30–50 pages; the class will meet two days a week. Students are expected to spend at least 3 hours on reading and writing to prepare for each class. If your weekdays are occupied by other tasks, you should use the weekends to read the following week's materials. Well-prepared students will significantly improve the quality of our class discussions. Your contributions will be reflected in your grade for the course.

Class Format

The success of a seminar relies on in-depth discussions and mutual intellectual exchange between the instructor and students. Weekly classes will consist of five parts: ① a brief opening lecture (10–15 mins), ② an instructor- or student-led discussion (40 mins), ③ news critiques (10 mins, every Friday), ④ occasional activities, including exercises, workshops, guest-speaking, and documentary screening, and ⑤ closing comments and summaries (15–20 mins).

A class will usually start with a brief lecture by the instructor or a guest speaker. The lecturer will offer an overview of the day's topics, highlight key debates and findings in the field, and encourage the class to explore unsolved puzzles. To create a flow in the power dynamic and to liberate the production of knowledge, from Week 3 (Sep 19) on, half of the class will be facilitated by a pair or a group of students with the instructor's assistance. The student facilitators will take charge of two-thirds of the assigned class materials and present a brief summary of the readings, prepare a list of questions to lead the class discussion, and conclude with final remarks. Each student will serve as facilitator twice a semester. The instructor will use the third part of each class to address missing points, clarify unsettled questions, or run a workshop.

Every Friday, one or two students will present a piece of high-quality news from the past two weeks (5 mins) and lead a short discussion using concepts and theories learned from this class to analyze headline issues (5 mins).

Please allow for flexibility in the scheduled time because the instructor may shift the sequence or rearrange the time allocated to make the class flow properly. Rearrangement may be necessary when a guest speaker is invited, a longer workshop is held, or a documentary is scheduled to screen.

Requirements and Grading

| Requirements | Percentage of the Final Grade |
|-------------------------------|-------------------------------|
| Homework (6 out of 10) | 15% |
| Discussion facilitation (x 2) | 15% |
| News critique | 5% |
| Attendance/participation | 5% |
| Midterm exam | 30% |
| Assignment 1 | 10% |
| Assignment 2 (Final Project) | 20% |
| Extra credit | *(See below) |
| Total | 100% |

Homework (15%): Completing homework prior to class hones students' skills in critical reading, thinking, and writing, and prepares students to raise thoughtful ideas in class discussion.

Each homework assignment is approximately one page (single space, 12-pt font, and one-inch margins). Appendix A shows a list of questions for 10 homework assignments, but students only need to turn in 6 (each homework = 2.5% of the final grade). Homework will be evaluated by the checking scale (check-, check, check+). Outstanding homework will be noted in the instructor's records, and you will be invited to share it in class or on our Sakai site.

* NOTE: The quality of homework is one of the criteria that the instructor will use to determine if certain students whose final grades are on the edge (e.g. 89.4 or 79.4) deserve to be bumped to the next grade level. To turn in homework, please bring a hard copy at the beginning of each assigned class and submit an e-copy to the corresponding Sakai link. Late papers will NOT be accepted.

Discussion facilitation (15%): According to feminist pedagogy, the instructor shall not be the only knowledge giver. Instead, a successful class welcomes all students and the instructor(s) to collaboratively contribute to the process of knowledge production and inclusively encourages people with diverse backgrounds to speak out and contribute their perspectives. Diverse backgrounds include, but are not limited to, diversity in race/ethnicity, nationality, gender, sexuality, class, (dis)ability, age, body image, religion, and migration experience.

To achieve this goal, from Week 3 (Sep 19) on, students will have opportunities to lead the class discussion with the instructor's assistance. Each student will sign up for two classes at the beginning of the semester. Two or three students will be in charge of each class facilitation, depending on class size.

The pair of student facilitators will lead the class discussion for 40 minutes, covering two-thirds of the class materials. Each successful discussion facilitation will contribute to 7.5% of the final grade ($7.5\% \times 2 = 15\%$). Student facilitators will determine which two-thirds of materials they will cover by sending the instructor an email 7 days prior to their facilitation.

To successfully lead the discussion, facilitators should read the whole of the material covered by the class and take notes in detail. After their reading, facilitators can meet up, in person or via phone/Skype conference, to discuss how they will lead the class discussion and share leadership. They should generate one paragraph of summary providing an overview and highlighting key debates/findings. A list of questions will be very helpful to guide the class through the materials and organize the discussion. If facilitators decide to lead an activity or an exercise, you may include the instructions for it on your personal notes or memos for reference. Ideally, facilitators will provide a one-page handout *or* several slides to the class, synthesizing the summary, questions, and/or activity guidelines. Other supplementary resources, e.g. references for additional readings, links to relevant news and videos, are encouraged but not required. Since we have a relatively small class to begin with (roughly 14 people), I do not encourage small group discussions.

The facilitation style is open: students are encouraged to be creative with their leadership practices. Visual aids (e.g., photography, music, and video clips) are welcome if productive. However, avoid allowing the supplements to occupy the whole facilitation (e.g., a poorly informative video longer than 5 minutes) because this may lower our discussion quality and your facilitation scores. At the end, wrap up the facilitation by concluding the class discussion and addressing unsettled questions for further research.

A balanced share of power and responsibility in the facilitating group is expected. After the

facilitation, the instructor will ask for peer feedback for the facilitators. The purpose of facilitation is not only to discuss materials, but also to provide an opportunity for experiential learning: a chance for students to take the lead, use and negotiate power, and produce reflexive thinking about the equal or unequal space their leadership creates. We, together as a class, will continue to consider ways to achieve social equality with our own praxis inside and outside the classroom.

News Critique (5%): Global landscapes change rapidly and academic work needs time to catch up with timely events and debates. Immersing oneself in global news and learning how to step outside one's American-centric comfort zone is a critical way to be aware of and sensitive to global inequalities at the margins.

Students will sign up for one Friday to serve as a "weekly news critic." The weekly critic will search for news related to sexual inequalities and economic inequalities in the global scope published within 14 days prior to the presentation day. The news critic will post the selected piece 24 hours before her/his presentation with the original link or document in the "Forums" on Sakai. In class, the critic will briefly present the news with any necessary background information (5 mins), prepare three questions to lead a critical discussion, and conclude with the critic's own comments, critiques, and suggestions (5 mins).

* Note: Students are highly encouraged to explore a wide variety of quality news with diverse viewpoints, including *Al Jazeera, BBC, the Economist, Foreign Policy, the Guardian, NPR, the New York Times, the New Yorker, Reuters, Taipei Times, Washington Post*, etc. Poor quality news may produce limited information and more likely (re)produce fake facts. Domestic news that is *only* related to the United States DOES NOT count as "global."

Attendance and Class Participation (5%): Attendance is required. I will take attendance at some point in each class from a roster or from students' in-class writing.

Since this is a small seminar class, every student is expected to participate in every class. Participation comes in various forms, including asking a question, answering questions, providing comments with agreements or disagreements, sharing references and visual resources, leading a discussion, serving as a news critic, etc. Overall, attendance *and* participation total 5% of the final grade. I will keep records on students' participation in every class.

* Note: In my pedagogical philosophy, there is NO stupid question. Every question and even wrong answer can contribute to the class by calling for more examples, clarification, and elaboration. Trial and error is necessary to approach truth and in-depth thinking. If you have personal issues with speaking in class, please email the instructor by 5 p.m., Sep 11 (Mon) for further discussion of your individual case. Email: ykao@sociology.rutgers.edu

Midterm Exam (30%): There is only ONE exam in this course. The main purpose of the exam is to help students comprehensively review and integrate the basic concepts and theories of sexualities, economy, and global inequalities. These will be our stepping stones for later discussions on empirical cases and cornerstones to build up new analytical frameworks.

The exam will take place on Oct 24 (Tue) at the scheduled class time and place. The exam may include multiple-choice questions, short answers (definitions), matching, fill-in-the-blanks, and essay questions. Specific question types and numbers will be announced in the review session on Oct 20 (Fri).

Assignments (30%): The two assignments are designed to help students engage in real-time environments and ongoing academic knowledge of global inequalities related to sexuality and economy.

Assignment 1 – Experiencing Global Inequalities (10%):

This assignment pairs students with a trusted research partner, who will lead them to step into a social setting in which they have never been, experience the flows of global cultures, and analyze inequalities that are represented or being produced in this place.

For example, to study “food and global flows,” an African international student invites a South Asian American to join dinner with her/his ethnic friends, tasting African food. The South Asian American welcomes the African to have dinner with her/his family. Each of them chooses one favorite dish offered in the setting they were invited to, and they help one another to study the ingredients, where they flow from, and how many countries they have visited before they arrived on the table. They make a table to compare the minimum wages and hourly wages that workers in these countries earn to make these ingredients. They further use concepts learned from this class to analyze what accounts for the economic inequalities between countries.

Assignment 1 will be due at the beginning of class Sep 26. Please bring a hard copy to class and submit an e-copy to the corresponding Sakai link. Late papers will NOT be accepted. Students who need help to find a research partner are very welcome to send a request to the instructor by Sep 15 (Fri). See details in the instruction sheet of Assignment 1.

Assignment 2 – Transnational Flows of Sexual Inequalities (20%):

In their final project, students will select one idea, object, or body of sexual inequality, trace its origin, track its transnational flows, and produce critical examinations on their empirical findings. This assignment provides an opportunity for students to work on their own original project, synthesize analytical tools discussed in this class, and produce intellectually important and socially significant sociological knowledge. All of students’ cumulative efforts on readings, homework, presentations, and discussions can become cornerstones of this final project.

The instructor will walk students through each step of Assignment 2:

- ① **Team-up and topic selection (Nov 28)**—Two to three students will organize a team. Each team will determine its focus on an idea, an object, or a body that produces sexual inequality.
- ② **Literature review and data collection (Dec 1)**—The class will meet at the computer lab. Each team will use carefully selected keywords deriving from their topic to conduct literature review in main sociological databases. Students are expected to find at least one review article and one peer-reviewed article highly relevant to their topic as their theoretical foundation. After reading the journal articles, students will start to collect their own data via search engines and databases, etc.
- ③ **Content analysis and report write-up (Dec 5)**—Based on the data they collected, students will use the skills of qualitative content analysis and triangulation to code their data, create a “code tree,” and draw a transnational map to show the flows of this entity of sexual inequality. These findings account for the blood and the flesh of students’ research. Students will use their literature reviews and at least three concepts learned from this course to analyze their own findings.
- ④ **Project presentation (Dec 12)**— The final paper contains approximately 1,500–2,000 words (6–8 pages), plus references, figures, and tables if necessary. Each team will present their

research products on Dec 12. Students can prepare visual assistance, e.g. PowerPoints, Keynote, or Prezi, to enhance their performance. Together, as a class, we will integrate the instructor's and students' findings to create an accumulative map of transnational flows of sexual inequalities. We will also consider how to use knowledge to intervene in this global political climate and achieve social justice worldwide.

Assignment 2 will be due at 11 A.M., Friday Dec 15 on Sakai Assignment. Students can either 1) turn in their hard copy in the Dec 12 class or 2) use the comments they received after their Dec 12 presentation to revise the paper and submit it to Sakai Assignment by the due time. Although students work in a group, each person will submit her/his own final paper. Each individual's contribution to her/his team will be evaluated by her/his colleagues and the instructor.

Late papers will NOT be accepted. Students who fail to submit papers on time will receive a ZERO for the assignment. For details on how to produce a successful final project, see the instruction sheet of Assignment 2.

Extra Credit: Students can earn extra credit by reading and presenting two of the recommended readings (the ones marked with “–” in the reading schedule). The number of points earned will range from 0 to 3 depending on the quality of the presentation. To earn extra credit, students need to send an email to the instructor prior to Oct 31, 2017 (Tue) to ask for permission and to schedule a presentation time by Nov 28 (Tue). In the email, include *your name, RUID, anticipated presentation date, and the two recommended readings* that you select to present.

In the presentation, students will summarize the two readings, highlight their main debates and findings, connect them with the relevant required readings, and ask well-formulated questions to lead a class discussion. The length of each extra credit presentation should range from 8 to 12 minutes. Each presenter should provide visual supplements by preparing either a one-page handout or PowerPoint/Prezi slides. If slides will be used, the presenter should send me her/his virus-free documents one day prior to their scheduled presentation day so that I can load them onto my computer to make the presentation run efficiently. Email: Ying-Chao Kao (ykao@sociology.rutgers.edu). NO extra credit will be granted after Dec 1, 2017, so please plan ahead.

Summary of Grading Procedure: Course grades will be based on the points an individual earns on six homeworks, two discussion facilitations, one news critique, attendance/participation, the midterm exam, and two assignments (along with extra credit if applicable). Final grades are non-negotiable and will be assigned according to the following scale:

| Grade | Final Numerical Average |
|-------|-------------------------|
| A | 90 to 100 |
| B+ | 85 to 89 |
| B | 80 to 84 |
| C+ | 75 to 79 |
| C | 70 to 74 |
| D | 60 to 69 |
| F | ≤ 59 |

ADDITIONAL COURSE INFORMATION

Sakai Interaction: Students can use the class Sakai site to access our syllabus, assigned readings, assignment instructions, handouts, lecture slides, supplemental news provided by student fellows, and other important announcements pertaining to class. *Students are expected to regularly check Sakai and the email that they have registered on Sakai*, as I may send out instructions and/or reminders via a Sakai announcement/email up to 24 hours prior to each class period.

I will also maintain the “Forums” section on Sakai for online discussion. Students can post their news critique materials and presentation handouts in the “Forums” to share with the class. Other questions related to the course material and class discussions are welcome. Everyone can answer or respond to the questions or comments on Sakai. Considerate and polite behavior is expected.

Email Etiquette: Students are welcome to communicate with the instructor via email, ykao@sociology.rutgers.edu. Please put (1) “SOCY 421” or “Sexualities Seminar” in the subject and (2) your name somewhere in the body of the message.

During weekdays, I will respond to emails within 48 hours; no email activity should be expected during the weekends. You should use a proper and formal style to write a polite email to your instructor. The casual style that you may use to send text messages to friends (e.g. emoji, typos, informal abbreviations) will make you sound impolite and threaten your professional image in a formal communication.

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Integrity: It is the responsibility of each student to thoroughly understand the “Rutgers University Academic Integrity Policy,” effective as of September 1, 2013. According to this policy, violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication, facilitation of dishonesty, academic sabotage, potential criminal activity, and violation of research or professional ethics. According to the Rutgers policy:

Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. (p. 2)

Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. (p. 3)

Plagiarism in the assignment, the final paper and/or cheating during the exam and quizzes will reduce a student’s grade for that assignment to ZERO.

Moreover, students who violate the academic integrity policy, including but not limited to plagiarism and cheating, will be reported to your dean and to the Undergraduate Director of the Sociology Department. Unfamiliarity with the policy will NOT exempt students from punishment. For further information on the definitions, examples, and consequences of violations, see the Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>.

Class Conduct: The Sociology Department encourages the free exchange of ideas in a safe and productive classroom environment. To establish such an intellectual climate, students and faculty must act with mutual respect and courtesy. Behaviors that distract students and faculty are not

acceptable. Such behavior includes *cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, discourteous remarks*, and other behaviors specified by the instructor. Courteous expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted. If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class period. Serious verbal assaults, harassment, or defamation of the instructor or students can lead to university disciplinary proceedings. The University Code of Student Conduct is available at <http://studentconduct.rutgers.edu/university-code-of-student-conduct/>.

Diversity Statement: The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, ability/disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

Ability/Disability Statement of Rutgers: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website: <https://ods.rutgers.edu/students/registration-form>.

Acknowledgements: For their intellectual and pedagogical inspiration reflected in this course and the syllabus, I am indebted to József Böröcz and Zakia Salime (Rutgers University), Angela Garcia (Bentley University), Louisa Schein (Department of Anthropology, Rutgers), and Annie Isabel Fukushima and Dr. Mary Trigg (Department of Women's and Gender Studies).

SCHEDULE OF CLASSES AND READINGS

Note:

- × *Required* readings are those that students are required to finish prior to the corresponding class.
- *Recommended* readings are those suggested for students' extended reading. Some of their key points will be discussed in our seminar, and thus may be included in the exam. These optional readings are also guides for students interested in specific areas to explore in their final projects.

Sep 05 (Tue). Welcome & Introduction

- × Dados, Nour and Raewyn Connell. 2012. "The Global South." *Contexts* 11(1):12–13.
- × Nordmeyer, Kristjane, Nicole Bedera and Trisha Teig. 2016. "Ending White Saviorism in Study Abroad." *Contexts* 15(4):78–79.

PART I. BASIC IDEAS

Sep 08 (Fri). Globalization I: Liquids, Flows, and Structures

- × Ritzer & Dean. Ch. 1
- × Rubin, Alissa J. 2015, Mar 1. "Afghan Policewomen Struggle against Culture." *New York Times*. Retrieved Jun 6, 2017 (<https://www.nytimes.com/2015/03/02/world/asia/afghan-policewomen-struggle-against-culture.html>).
- Appadurai, Arjun. 1990. "Disjuncture and Difference in the Global Cultural Economy." *Theory, Culture and Society* 7(s):295–310.

Sep 12 (Tue). Globalization II: Keywords and Debates

- × Ritzer & Dean. Ch. 2 (pp. 27–45)
- × Burawoy, Michael. 2009. "Challenges for a Global Sociology." *Contexts* 8(4):36–41.
- × Standing, Guy. 2014. "The Precariat." *Contexts* 13(4):10–12.
- Hardoon, Deborah, Sophia Ayele and Ricardo Fuentes-Nieva. 2016, Jan 18. "An Economy for the 1%: How Privilege and Power in the Economy Drive Extreme Inequality and How This Can Be Stopped." Oxford, UK: Oxfam International. (Skim the report).
- ☐ **Homework 1 due** at the beginning of class.
- ☐ Groups will be organized in class for **Assignment 1**.

Sep 15 (Fri). Globalization III: Controversies

- × Ritzer & Dean. Ch. 2 (pp. 45–54)
- × Moussawi, Ghassan. 2017. "Queer Exceptionalism and Exclusion: Cosmopolitanism and Inequalities in 'Gay-Friendly' Beirut." *The Sociological Review*:1–17.
- × Cole, Nicki Lisa and Keith Brown. 2014. "The Problem with Fair Trade Coffee." *Contexts* 13(1):50–55.
- Huntington, Samuel P. 2015[1993]. "The Clash of Civilizations?" Pp. 41–49 in *The Globalization Reader*.
- ☐ Each group should be prepared for proposing a common topic and two observation sites in class.

Sep 19 (Tue). Experiencing Globalization

- × Bestor, Theodore C. 2015[2000]. "How Sushi Went Global." Pp. 116–20 in *The Globalization Reader*.
- × Levitt, Peggy. 2015[2001]. "The Transnational Villagers." Pp. 130–37 in *The Globalization*

Reader.

- ✧ Davis, Mike. 2015[2006]. "Fear and Money in Dubai." Pp. 144–48 in *The Globalization Reader*.
- ✧ Documentary: *The True Cost* (watch prior to class. Use your NetID to log in and stream the film: <https://www.njvid.net/show.php?pid=njcore:86343>)

☐ **Homework 2 due** at the beginning of class.

Sep 22 (Fri). Americanization, Its Discontents, and Cultural Process in Globalization

- ✧ Ritzer & Dean. Ch. 3 (pp. 55–75)
- ✧ Sassen, Saskia. 2005. "The U.S. At a Time of Global Conflict: Challenges We Face Beyond War." *Contexts* 4(2):29–31.
- ✧ Sztompka, Piotr. 2005. "American Hegemony Looks Different from Eastern Europe (or, Twenty Reasons Why We Support the U.S.)." *Contexts* 4(2):31–33.
- Katzenstein, Peter J. and Robert O. Keohane. "Varieties of Anti-Americanism: A Framework for Analysis." in their *Anti-Americanisms in World Politics*, pp. 9–38. Ithaca, NY: Cornell University Press.

Sep 26 (Tue). Global Comparisons and the Era of the "Posts"

- ✧ Ritzer & Dean. Ch. 3 (pp. 75–82)
- ✧ Watson, James L. 2015[1997]. "McDonald's in Hong Kong." Pp. 121–29 in *The Globalization Reader*.

☐ **Assignment 1 due at the beginning of class.** Each team will report its findings in class with a group oral presentation.

Sep 29 (Fri). Contesting Neoliberalism and Equality

- ✧ Duggan 2003. *The Twilight of Equality?*: Intro and Ch. 2
- ✧ Grazian, David. 2010. "Neoliberalism and the Realities of the Reality Television." *Contexts* 9(2):68–71.
- Bockman, Johanna. 2013. "Neoliberalism." *Contexts* 12(3):14–15.
- Harvey, David. 2015[2005]. "A Brief History of Neoliberalism." Pp. 71–76 in *The Globalization Reader* (Fifth Edition), edited by F. J. Lechner and J. Boli. West Sussex, UK: Wiley Blackwell.
- Ritzer & Dean. Ch. 4

☐ **Homework 3 due** at the beginning of class.

Oct 3 (Tue). Global Flows of People: Migration, Human Trafficking, and Tourism

- ✧ Ritzer & Dean. Ch. 10
- ✧ Duggan 2003. *The Twilight of Equality?*: Ch. 3
- Basu et al. 2014. "Viewpoints: Selling People." *Contexts* 13(1):16–25.

Oct 6 (Fri). Global Cultural Flows

- ✧ Ritzer & Dean. Ch. 8
- ✧ Duggan 2003. *The Twilight of Equality?*: Ch. 4

☐ **Homework 4 due** at the beginning of class.

Oct 10 (Tue). Global Economic Flows

- ✧ Ritzer & Dean. Ch. 7
- ✧ Wright, Erik Olin. 2015. "Class and Inequality in Piketty." *Contexts* 14(1):58–61.

- Nagel, Joane. 2003. *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*, Chapter 8, “Sex and Globalization: The Global Economy of Desire” (pp. 224–254). New York, NY: Oxford University Press.

Oct 13 (Fri). Negative Global Flows: Dangerous Imports, Diseases, Crime, Terrorism, and War

✧ Ritzer & Dean. Ch. 12

✧ Cho, Grace M. 2014. “Eating Military Base Stew.” *Contexts* 13(3):38–43.

☐ **Homework 5 due** at the beginning of class.

Oct 17 (Tue). Intersected Inequalities: Class, Race, Ethnicity, Gender, and Sexuality

✧ Ritzer & Dean. Ch. 13 (pp. 357–369 only), 14 (pp.385–418)

✧ Frost, Ashley E. and F. Nii-Amoo Dodoo. 2009. “Men Are Missing from African Family Planning.” *Contexts* 8(1):44–49.

Oct 20 (Fri). Sexual Attitudes, Democracy, and Economic Development; Review Session

✧ Adamczyk 2017. *Cross-National Public Opinion About Homosexuality*. Ch. 2

The second half of this class will review materials and prepare students for the first exam. Please bring your questions to the review session for discussion.

Oct 24 (Tue). THE EXAM

PART II. DESIRE, MORALITY, AND INEQUALITIES

Oct 27 (Fri). Queer Diaspora and Contested Nationalism

Guest speaker: Haruki Eda, M.A. “Queer Diaspora, Korean Unification, and Affective Politics in Nationalism” (subject to change)

– Documentary: *Dal Puri Diaspora* (library call number: 10-4052, 80 mins).

Oct 31 (Tue). Desire Beyond the West/East Dichotomy

✧ Hoang 2015. *Dealing in Desire*, Intro & Ch. 1

☐ **Homework 6 due** at the beginning of class.

Nov 3 (Fri). The Global Sex Industry and Hierarchies of Global Men

✧ Hoang 2015. *Dealing in Desire*, Ch. 2–3

Nov 7 (Tue). Women’s Autonomy, Consent, and Entrepreneurship in Global Sex Work

✧ Hoang 2015. *Dealing in Desire*: Ch. 4–5

☐ **Homework 7 due** at the beginning of class.

Nov 10 (Fri). Constructing Globally Desirable Bodies and Economic Trajectories

✧ Hoang 2015. *Dealing in Desire*: Ch. 6–7

Nov 14 (Tue). Asian Ascendancy and Western Decline?

✧ Hoang 2015. *Dealing in Desire*, Conclusion

☐ **Homework 8 due** at the beginning of class.

Nov 17 (Fri). Cross-national Sexual Moralities and Religion

- ✧ Adamczyk 2017. *Cross-National Public Opinion About Homosexuality*. Intro and Ch. 1
- Wuthnow, Robert. 2009. “At Home and Abroad: The Changing Contours of American Religion.” Pp. 12–31 in his *Boundless Faith: The Global Outreach of American Churches*. Berkeley, CA: University of California Press.

Nov 22 (Wed). Transnational Christian Moral Enterprise in Africa

- ✧ Oliver, Marcia. 2013. “Transnational Sex Politics, Conservative Christianity, and Antigay Activism in Uganda.” *Studies in Social Justice* 7(1):83–105.
- ✧ Documentary: *God Loves Uganda* (library call number: 10-5964, 83 mins; due in class).
- ☐ **Homework 9** due at the beginning of class.

Nov 24 (Fri). No Class. Happy Thanksgiving Recess!

PART III. PRAXIS AND RESISTANCE

Nov 28 (Tue). American Moral Conservatism and Their Global Sexual Enterprise

- ✧ American Sociological Association. 2015, Mar. *Brief of Amicus Curiae: American Sociological Association in Support of Petitioners*. New York, NY: Counsel for Amicus Curiae (pp. 2–5, 21–27 only; very short).
- ✧ *Globalizing Family Values*. Intro, Ch. 3 and 6 (pp. 116–128 only).
- ☐ **Homework 10** due at the beginning of class.
- ☐ **Assignment 2** team-up and topic selection.

Dec 1 (Fri). Workshop I: Literature Review and Data Collection

Class will meet at Loree Computer Lab. You are welcome to bring your own laptop for team work.

Dec 5 (Tue). Workshop II: Content Analysis and Report Write-up

Class will meet at Loree Computer Lab. You are welcome to bring your own laptop for team work.

Dec 8 (Fri). Resistance and Reflections

- ✧ Ritzer & Dean. Ch. 15
- ✧ Krabill, Ron. 2012. “American Sentimentalism and the Production of Global Citizens.” *Contexts* 11(4):52–54.
- ✧ Bamyeh, Mohammed A. 2012. “The Global Culture of Protest.” *Contexts* 11(2):16–18.
- ✧ Evans, Peter. 2007. “The ‘Movement of Movements’ for Global Justice (a Book Review on *Globalization from Below: Transnational Activists and Political Networks*).” *Contexts* 6(3):62–64.
- Newman, Katherine S., Michael Mann, Randall Collins and James Ron. 2007. “Mass Murder: What Causes It? Can It Be Stopped?”. *Contexts* 6(2):28–34.

Dec 12 (Tue). Students’ Presentations

Each team will present their findings and critical discussions in class, receiving constructive comments from the audience.

- ☐ **Assignment 2** due at the beginning of class. **NO LATE PAPERS WILL BE ACCEPTED.**

Happy Holidays!