Instructor: David M. Fields  
Email: david.fields@soc.utah.edu or through CANVAS  
Office Location: BEH S 422  
Office Hours: Mondays: 1-2 PM; Wednesdays: 2-3 PM; Fridays: 1-2 PM  
Class Website: CANVAS  
Course summary (3 credit hours, no prerequisites):

The world economic system is highly integrated, as reflected in the increased cross-border flows of goods and capital and in the sustained activity of institutions like the World Trade Organization and NAFTA. In such a world, domestic political and economic dynamics have global implications, while international events have far-reaching consequences domestically.

In this sense, this course introduces you to the scientific study of Global Social Structure/International Political Economy (IPE), a trans-disciplinary scientific assessment of the interplay between social, political, and economic forces in international relations. Thus, we will explore the process of what has come to be known as ‘globalization’, in order to better understand its meaning, temporality, and impacts on social/political/economic development, human well being/welfare, identity, the environment, and modern society in general. Macro- and micro-level sociological phenomena will be examined, in particular the notions of nation-states, domestic economic systems, corporations, cultures, individuals, etc.

We will begin with a pursuance of a broad historical sociological analysis of the international political economy, with an emphasis on colonialism. Next, we move to assess the so-called developmentalist period, its crisis during the 1970s and 1980s, and the politics of neoliberal restructuring during the 1990s and 2000s. Then, we move to a more focused and sustained consideration of the range of the globalization pathways currently being pursued.

Modernization Theory and Dependency/World Systems analysis will be our central paradigmatic lens, however, consideration of other research programmes, such as World Society Theory/Neo-intuitionalism, Critical Globalization Theory/Global Capitalism School, Feminist Epistemology, and Postructuralism/Postcolonialism, is not precluded.

In order to demonstrate proficient command of the course material, all students will be divided into research groups to work on a common project involving a lucid analysis of specific economic, political, and social variables for 5 “Developed” and 5 “Underdeveloped” countries. The outcome will be a collective
portfolio of reliable data for use in individual oral and written presentations on IPE topics of student’s own choosing. ***Information Regarding These Assignments Will Be Posted on Canvas***

**Course Objectives** (Upon successful completion of this course, students should be able to):

1) Identify and differentiate between the economic, political and cultural dimensions of globalization;
2) Critically evaluate competing perspectives of the causes and consequences of globalization; and
3) Apply competing perspectives and concepts of globalization to social, economic and political events associated with contemporary social life.

**Required Texts:**


**Recommended Text(s):** *(Do not have to purchase, only recommended for further elaboration of topics covered, and for reference):*


**Course Requirements:**

1) Response Papers (4) 40%
2) Exams (2) 20%
3) Final Project 20%
4) Class Participation 20%

Additional details and expectations for all assignments will be discussed in class and posted on the class website. Formats for paper one and two are described in the class policies.

**Grading Scale:**

- A 94%-100%
- A- 90%-93.9%
- B+ 87%-89.9%
- B 84%-86.9%
- B- 80%-83.9%
- C+ 77%-79.9%
- C 74%-76.9%
- C- 70%-73.9%
- D+ 67%-69.9%
- D 64%-66.9%
- D- 60%-63.9%
- E 0%-59

**Teaching and Grading Style**

This class will generally consist of 35% lecture, 35% discussion and 30% other activities. Other activities will include group work, self-directed learning, viewing films, etc. Grading will reflect an emphasis on critical thinking and engagement with the readings. Understanding of basic concepts is a precondition to critical thinking; use of reference material is encouraged. All papers will be graded for content and organization, with special attention to the student's critical analysis (e.g. discussion and conclusions).

**Course Outline**

1) Readings must be completed prior to the date listed;
2) All readings are listed in the order they should be read;
3) Materials listed to skim should be read for main concept definitions. The more technical aspects (e.g. economic models and equations) can be skipped.

***This schedule is tentative and subject to change at any time. Please check Canvas regularly***
Tentative Course Structure:

***NOTE**** Do not be alarmed by the reading load; the readings are not meant to be finished per lecture. They are for each WEEK of classes, so this means that you are encouraged to be caught up for the week a topic is covered. Since the first week of classes is spent on housekeeping matters, time spent on the topic of ‘introduction’ will be extended into the second week of the semester…as such, I will keep you informed once I feel as though we are on the right track for setting in motion the process whereby topics are specifically meant for each week – my apologies if this sounds redundant…

‘ARTICLE’ REFERS TO PAPERS THAT CAN BE ACCESSED VIA CANVAS; ‘TEXT’ REFERS TO THE BOOKS THAT YOU HAVE PURCHASED.

Introduction
 • How do we approach social structure at the global level?
 • Is there a global society?
 • How do we stratify?

Reading:
1) TEXT - O'Brien & Williams
   a. Theories of Global Political Economy
   b. International Political Economy and Its Methods
2) TEXT - Roberts & Hite
   a. Development and Globalization: Recurring Themes
3) ARTICLE - Brasset & Holmes (2010)
   a. “International political economy and the question of ethics”
4) TEXT – Roberts & Hite
   a. pp. 20 – 67
5) ARTICLE – Campbell (2009)
   a. “What do sociologists bring to international political economy?”

Development
 • Why study economic development?
 • What is the development ‘enigma’?

Reading:
1) ARTICLE - Ocampo (2005)
   a. “Development and Democracy”
2) ARTICLE - Ranis & Stewart (2005)
3) TEXT - McMichael
   a. Chapter 1
   a. Chapter 1 - “The Development Imperative”
5) ARTICLE - Wallerstein (1986) (on canvas)
   a. “Societal Development, or Development of the World-System?”
6) ARTICLE - Alejandro Portes (1976) (on canvas)

**The Developmental ‘Project’**

- What are the specific dimensions and debates
- Why and how were dualist structures fostered in the colonial regions, and how did they create barriers to further development?
- All countries are subject to path dependence. This simply means that past decisions, and past history, affect the present conditions and possibilities for the future. What is meant by adverse path dependence? What role did colonialism play in creating adverse path dependence? How can countries that were former colonies overcome adverse path dependence? What specific changes would you suggest be undertaken by now-independent countries with economic structures shaped by colonialism?

**Reading:**

1) TEXT – McMichael
   a. Chapters 2-3
2) TEXT – Roberts & Hite
   a. Chapters 5-7
3) TEXT – Obrien & Williams
   a. Chapters 3-5
4) ARTICLE – Cypher & Dietz (2004)
   a. Historical Perspective and Theories of Dependency and Underdevelopment - Chapters 3-6
5) ARTICLE – Kindleberger (1975)
6) ARTICLE – Brenner (1982)
7) ARTICLE – Hopkins (1977)
   a. “Notes on Class Analysis and the World-System”
8) ARTICLE – Bunker (1984)
**Globalization/Neoliberalism**

- What is an appropriate inculcation of ‘globalization’ even though in the literature the concept tends to be multi-definitional and anything and everything…?
- To what extent is globalization a more ‘market-friendly approach’ to economic development? Is this conclusion better explicated by the concept of ‘neoliberalism’? and, if so, how does one differentiate between globalization and neoliberalism?

**Reading:**

1) TEXT – Obrien & Williams  
   a. Chapters 6-9
2) TEXT – Roberts & Hite  
   a. Chapter 8  
   b. Chapters 10-16
3) TEXT – McMichael  
   a. Chapters 4-6
4) ARTICLE – Hobsbawm (1975)  
   a. Chapter 3 “The World Unified”
5) ARTICLE – Tsing (2000)  
   a. “The Global Situation”
6) ARTICLE – Robinson (2001)  
7) ARTICLE – Kellner (2002)  
8) ARTICLE – Altvater & Mahnkopf (1997)  
9) ARTICLE – Rian (2000)  
   a. “States and Markets in an Era of Globalization”
10) ARTICLE - Wai-chung Yeung (1998)  
    a. “Capital, State and Space: Contesting the Borderless World”
11) ARTICLE – Nef and Robles (2000)  
12) ARTICLE – Grosfoguel (1996)  
    a. “From Cepalismo to Neoliberalism: A World-Systems Approach to Conceptual Shifts in Latin America”
13) ARTICLE – Gilbert (2013)  
    a. “What Kind of Thing is 'Neoliberalism'?”
14) ARTICLE – Freeman (2007)  
    a. “The ‘Reputation’ of Neoliberalism”
15) ARTICLE – Harvey (2007)  
    a. “Neoliberalism as Creative Destruction”
Effects of Globalization/Neoliberal ‘Project’

- Has the Globalization/Neoliberal ‘Project’ exhausted capitalism's longue durée modes of social, political, and economic reproduction and the closure of the last remaining frontiers of appropriation?

Readings:

   a. “Globalization, a Dangerous Obsession”

2) ARTICLE – Radice (2008)

3) ARTICLE – Crotty (2002)

4) ARTICLE – Crouch (2009)

5) ARTICLE – Cypher (2013)

6) ARTICLE – Aalbers (2013)
   a. “Neoliberalism is Dead … Long Live Neoliberalism!”

7) ARTICLE – Antonio (2013)
   a. “Plundering the commons: the growth imperative in neoliberal times”

8) ARTICLE – Radice (2009)
   a. “Neoliberalism In Crisis? Money And The State In Contemporary Capitalism”

9) ARTICLE – Moore (2010)

10) ARTICLES – Bone (2010)
    a. “Irrational Capitalism: The Social Map, Neoliberalism and the Demodernization of the West”

11) ARTICLES – Biglaiser & DeRouen (2007)
    a. “Sovereign Bond Ratings and Neoliberalism in Latin America”

12) ARTICLES – Clark (2011)

13) ARTICLES – Brady & Ryan (2006)

14) ARTICLES – Lambin & Meyfroidt (2011)
    a. “Global land use change, economic globalization, and the looming land scarcity”

15) ARTICLES – Steger et al. (2012)
Global Politics & Culture (Below are the topics to be covered; readings ‘TBD’)

- Global Political Structure: World Polity Theory & Military Structures of Power
- Global Culture: Imagined Communities, Cultural Idioms & the Clash of Civilizations
- Historical Foundations
  - History of the State
  - Political Structure & Political Globalization
- States in the Global Structure
  - Power and Politics
  - Political Interactions on the Global Scale
- Culture and Global Social Structure
  - Neo-Gramscian Ideation and Symbolic Violence

Intersections and Issues (These are suggestions; they can be changed per student preference – readings to be determined)

- Non-State Actors
- Organized Violence
- World Cities
- The Environment
- Globalization and Gender
- Social Mobility in the Global Context
- Physical Mobility: Migration
- Social Movements

Class Policies:

Attendance is strongly encouraged but not required; however, students are accountable for all information covered in class. Please do not ask the instructor to make up lectures.

- Cell phones are to be turned off during class.
- Americans with Disabilities Act (ADA): The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.
- All students are expected to maintain professional behavior in the classroom, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article IX) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal
warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

- Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah’s Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodationspolicy.pdf.

- Should the instructor be late for class due to weather or other unforeseen reasons, the department will be notified and a departmental representative will meet with the class to inform students of when the class will begin.