Course Description: This course is an overview of the changing political economy and development landscape across nations. Using McMichael’s framework as a guide, we will follow chronologically various nations as their economies were shaped by global forces since World War II. In addition, we will read Kidder’s *Mountains Beyond Mountains* for a better understanding of the social disconnect of the global north and global south. Along with carefully chosen articles, the readings will provide us with the foundation to do our own investigation of a single nation over time and bridge the incalculable wealth of “Wall Street” with the desperate poverty along the dirt roads of much of the world. We will close our class with a look at the present and future projections about changing interactions between powerful economic actors and their hungry neighbors to the south.

Required Texts:
1. Books

2. Articles
   Readings listed as “Polylearn” can be found on the course polylearn site.
   *Instructions for accessing the site are as follows:*
   - First, log on to: [www.mycalpoly.edu](http://www.mycalpoly.edu)
   - Search for our course by name and number. You will not be able to log on unless you are formally registered for the course.

Course Goals
I have three main goals. The first is to use sociological tools to examine local and international issues/problems and illuminate the social forces that have shaped the current global political economy. Second, I want to promote a “critical consciousness” toward international development. Finally, through the course requirements I hope you will become a resident expert on one country and its ups and downs based on international changes in the marketplace.

The objectives for this course are for every student to:
1. Demonstrate a comprehensive introductory understanding of key sociological concepts, terminology, theories, approaches, and perspectives as they relate to political economy, globalization, and development.
2. Apply sociological analysis to historical and current issues of the changing relationship of nations.
3. Improve your ability to think critically and to articulate their ideas in written and verbal formats.
4. Gain a broader understanding of the world, connecting macro-level processes to micro-level effects.
Class Procedure

This class will be pedagogically “mixed method.” Recognizing the various ways in which people learn, my goal is to meet you the student half way in this learning process. Below are my commitments to you and expectations of you as a student.

First, my main teaching style is lecture mixed with class discussion and activities. Lecture will be concise, relevant, and is central to the way this class is designed. Therefore, you are expected to be at every class (unless you have an emergency) having read the designated material. A large percentage of your grade is based on participation and the reading. Second, student presentations and discussions allow you to work together with other students to grapple with the material on a deeper level. Finally, the exams will give you the opportunity to show how brilliant you are. I expect that you not only understand concepts but that you can also apply them to real life. My commitment is to judge your knowledge and effort as well as give you insightful feedback on your work.

Course Requirements

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<tr>
<th>Requirement</th>
<th>Percentage of the Final Grade:</th>
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<tr>
<td>Assignments</td>
<td>40</td>
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<tr>
<td>Midterm</td>
<td>25</td>
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<tr>
<td>Final</td>
<td>35</td>
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Attendance, Participation, and Reading

As noted above, attendance is a necessary part of this class. Therefore, I will use quick-writes and group work to check your attendance periodically.

Everyone will be expected to participate. I have three goals in having students participate: to learn from one another, to be able to articulate clearly to others sociological theory via their experience, and to build confidence in speaking their opinion publicly.

Readings—do them. I have chosen to go for depth rather than breadth so time should not be an issue. I recommend doing the reading and making notes in the margin, then going back later that day or the next day and reviewing the reading. This will help you “set” the information in your memory. These notes may also be useful as a reference for later classes or work. Also, please bring the appropriate readings to class as they will be referenced in lecture and group discussion.

Quick Writes/Homework

Quick writes are in-class writing exercises that will be used for various purposes. Sometimes they will be used as checks to make sure you are doing the reading and that you are prepared to discuss the reading in class. I will also use them as a simple exercise to get your mind warmed up for a discussion. They must be legible if you are to receive credit. I also may on occasion ask you to do a take home assignment. This work, along with your quick writes, will be worth 20% of your grade.

Assignments

Throughout the course you will be asked to learn about your country and make a connection about what we are learning to the political and economic development of that nation. These assignments will help you become resident experts on a nation and apply concepts to real events. Nations will be chosen by the first meeting of week two.

Midterm and Final Exam

The midterms and final exam will consist of true-false, multiple choice, and short-answer questions. The true-false and multiple choice questions will gauge your knowledge of key sociological terms, concepts, and theories while the short-answer questions will have you connect these ideas to real life situations.
Other Issues
Cheating: I abhor efforts by students to turn in work that is not their own or to cheat the system in other ways. In my classes I take an extra effort to make sure that this does not happen. If I find a student has cheated, I will make sure the student is punished to the fullest extent by the Scholastic Conduct Committee. If you think that you may do this, I recommend taking another class.

Late and Make up policy: Tardiness is not accepted in other work environments and will not be accepted in this class. Late homework and papers will not be accepted unless there is documented illness/other emergency. If it is an emergency, please see me individually. Homework will only be accepted as an upload on polylearn.

Incomplete: No incompletes will be given unless you have a prior written agreement with me and will only be given out in rare situations with extenuating circumstances present.

Classroom Behavior: This is a college-level class. Therefore, I will treat you like adults. I expect you to participate often, engage the material both critically and constructively, and to have the highest respect for others, even if you disagree with what they say. We will have intellectual discussions, not petty arguments. It is my duty as an instructor to ensure that each student feels safe and respected when speaking in the classroom. Disruptive and disrespectful behavior will not be tolerated. If problems arise we will not spend class time solving them. You will be asked to leave and we will work on a solution after class. Remember, both learning and teaching requires humility. Open yourself up to being changed.

Cellphones and Texting: I believe that talking on the phone or texting during class is disrespectful of the professor and of other students. Cellphones are therefore not allowed to be out during class. Period.

Computers: Computers are an extremely important part of our society. Often, however, they can be a significant source of distraction. If I find students distracted by their use of computers, I will no longer permit students to use computers during class.

Email: The simplicity of writing emails, I believe, has encouraged students to email their professor at every whim. I received dozens of emails last quarter in which the answer could have been found in the syllabus, from a classmate, during class, or during office hours. Please only email me if it is critically urgent.

Disabilities: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. I encourage you to contact me to discuss any individual needs for accommodations. The sooner you do the better.

Media/Speakers: I believe that technology and guest speakers are valuable tools to increase student learning. Therefore, various multimedia pieces will be used including movies, “You Tube” clips, speeches, and documentaries. These effects give life to the readings by showing real people and institutions being affected by race, class and gender.

Disclaimer: While I believe that it is important to treat the syllabus as a contract between us, I also reserve the right to make minor changes in the course as I see necessary. That said, I will do my best to maintain the syllabus as-is and if changes need to be made, I will alert the class in a timely and appropriate manner.

WHEN YOU ARE NOT SURE ABOUT SOMETHING OR HAVE A QUESTION:

1. First re-read the syllabus
2. Then check Polylearn
3. Then check with a classmate
4. Then wait until class or office hours
5. Then, or if it is an emergency, please email me.
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<tr>
<th>Week</th>
<th>Week of:</th>
<th>Readings (Tuesday)</th>
<th>Readings (Thursday)</th>
<th>Assignments or Tests (Thursday)</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 7</td>
<td><strong>What is your perspective?</strong>&lt;br&gt;P: Galleano “Open Veins”&lt;br&gt;P: Rosen &amp; Marcos “Tourist Guide”</td>
<td><strong>Foundational theories</strong>&lt;br&gt;P: Marx “Communist Manifesto” Excerpt&lt;br&gt;P: Smith “Wealth of Nations” Excerpt</td>
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<td>2</td>
<td>Jan 14</td>
<td><strong>International Political Economy</strong>&lt;br&gt;P: Oatley “IPE”</td>
<td><strong>Colonialism White Man’s Burden</strong>&lt;br&gt;Part 1 of Kidder’s Mt's beyond Mt's</td>
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<td>3</td>
<td>Jan 21</td>
<td><strong>No class. Monday schedule</strong>&lt;br&gt;Part 2 Tin Roofs of Cange</td>
<td><strong>Critique of Colonialism and Neocolonialism</strong>&lt;br&gt;P: Two of five readings</td>
<td>Impact of Colonialism Assignment</td>
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<td>4</td>
<td>Jan 28</td>
<td><strong>Military Intervention</strong>&lt;br&gt;Part 3 Medicos Aventureros</td>
<td><strong>The End of Poverty</strong>&lt;br&gt;Part 4 A Light Month for Travel</td>
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<td>5</td>
<td>Feb 4</td>
<td><strong>Theories of Economic Development I</strong>&lt;br&gt;P: McMichael Ch.1 “Development”</td>
<td><strong>Theories of Econ. Development II</strong>&lt;br&gt;Part 5 O for the P&lt;br&gt;Afterward &amp; Epilogue</td>
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<td>6</td>
<td>Feb 11</td>
<td><strong>Green Revolution And Food Aid</strong>&lt;br&gt;P: McMichael Ch. 3 “The Dev. Project”&lt;br&gt;P: Agricultural Subsidies, Poverty, and the Environment</td>
<td><strong>International Financial Institutions</strong>&lt;br&gt;P: “ABCs of the Global Economy”&lt;br&gt;P: Clemens “IFI”</td>
<td>Midterm on Thursday (Weeks 1-5)</td>
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<td>7</td>
<td>Feb 18</td>
<td><strong>Global Neoliberalism</strong>&lt;br&gt;P: Steger “Economic Globalization”&lt;br&gt;P: Wolff “Capitalism Hits the Fan”&lt;br&gt;P: “SAPs”</td>
<td><strong>TNCs and Sweatshops</strong>&lt;br&gt;P: Krugman “Praise of Cheap Labor”&lt;br&gt;P: Kristof “Sweatshops a Dream”&lt;br&gt;P: Nading “Response to Kristof”&lt;br&gt;P: Feminists Against Sweatshops</td>
<td>Food Miles, slaves, and ecological footprint Assignments</td>
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<td>8</td>
<td>Feb 25</td>
<td><strong>Global Poverty</strong>&lt;br&gt;P: World Income Inequality: Is the world becoming more unequal?&lt;br&gt;P: Growing Poverty in Mexico</td>
<td><strong>Case Study: Haiti</strong>&lt;br&gt;P: Ferrechette “Haiti”&lt;br&gt;P: Diamond “1 Island, 2 Worlds”&lt;br&gt;P: Bhatt “On Haiti, Diamond Wrong”</td>
<td>Median person in your country assignment</td>
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<td>9</td>
<td>Mar 4</td>
<td><strong>Case Study: Honduras</strong>&lt;br&gt;P: Alaniz “Honduras”&lt;br&gt;P: Alaniz “Thank God for Mitch”</td>
<td><strong>Critical Development</strong>&lt;br&gt;P: Lummis “Development Against Democracy”&lt;br&gt;<strong>OR</strong>&lt;br&gt;P: Alaniz “Conscientious Gringo”</td>
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<td>10</td>
<td>Mar 11</td>
<td><strong>Consumption and Development</strong>&lt;br&gt;P: Timmerman Ch. 1 “Where am I wearing?”&lt;br&gt;P: All-Consuming Passion</td>
<td><strong>Creating Change</strong>&lt;br&gt;P: Merkel “Radical Simplicity”&lt;br&gt;P: Yunus “Poverty is a Threat to Peace”</td>
<td>What can you do? reflection assignment</td>
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<td>11</td>
<td>Mar 20</td>
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<td><strong>Final Exam</strong>&lt;br&gt;Wednesday March 20, 7:10 to 10pm</td>
<td>Final Exam</td>
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