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**The Culture of Capitalism & Global Justice
IDS 3301-01**

OE 134, Thursdays 5-7:40pm
Fall 2012

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Department of Global & Sociocultural Studies

What it's about

IDS 3301 explores competing perspectives on the culture of capitalism and its implications for global justice. The course fulfills both the *Global Learning Foundations* requirement and the University Core Curriculum requirement for *Foundations of Social Inquiry*. By the end of the semester, students whose course work is satisfactory will achieve the following learning objectives:

- *Global awareness*: basic knowledge of the interrelationships between varieties of capitalism and economic, social, political, cultural, and ecological transformations on local, national, transnational, and global levels.
- *Global perspective*: basic ability to analyze varieties of capitalism from diverse disciplinary and political perspectives.
- *Global engagement*: basic ability to articulate political or academic proposals that address local, national, and transnational/global issues of the culture of capitalism and social justice.

Getting in touch

- Course email will be conducted via Blackboard.
- Office locations, phone numbers, and hours

Graduate Assistant Mayurakshi Chaudhuri: GL 150; Thursdays, 1-3pm, or by appointment; 305-348-2247 (Department of GSS main office)

Dr. Tardanico: SIPA 308; Tuesdays and Thursdays, 3:45-4:45pm, or by appointment; 305-348-2247 (Department of GSS main office)

Readings, Audios, and Videos

- Required book: Korten, *When Corporations Rule the World* (any edition)
- Additional readings are accessed by pasting the syllabus links to a web browser or are posted on Blackboard (if there is no syllabus link).
- Audio-visual materials: either presented in class, accessed by pasting the syllabus links to a web browser, or (for recommended/optional videos) available on 2-hour reserve *under the course title/number and instructor's name* at the main desk in the Green Library's audio-visual collection (fifth floor).

Course Organization and Graded Assignments

The Inverted Classroom

IDS 3301 will be conducted according to the principles of the "inverted" (or "flipped") classroom. The objective of this approach is to transform the class's students and instructors into a collaborative community of active learners and critical thinkers, as described in the following articles:

"Twilight of the Lecture," *Harvard Magazine* (September-October 2012)
<http://harvardmagazine.com/2012/03/twilight-of-the-lecture>

"How Flipping the Classroom Can Improve the Traditional Lecture," Teaching and Learning Excellence, University of Wisconsin-Madison
<https://tle.wisc.edu/tleblogs/jhenriqu/how-flipping-classroom-can-improve-traditional-lecture>

According to the principles of the inverted classroom, students complete assigned materials before a class session convenes. The class session, in turn, is devoted not to traditional, top-down lecturing--which encourages passive learning--but rather to active learning activities, in which students work seriously as individuals or in small groups and present their ideas to the wider class. Students will be randomly assigned to small, semester-long learning groups.

The syllabus designates reading and audio-visual materials as either *in-class* or *pre-class*. Students are required to read, view, or listen to pre-class materials before the corresponding class session. Study questions on class-preparation assignments will typically be provided, and a discussion-post assignment with a deadline before the next class session--will typically be required.

Graded Assignments

A maximum of 1000 points can be earned during the semester. Final grades will be assigned as follows: 900+ points=A; 800-899 points=B; 700-799 points=C; 600-699 points=D; less than 600 points=F.

10 discussion assignment Blackboard posts (20% of final grade, worth up to 200 points): *one on each assignment week by Tuesday, 11:55pm*. The posts will be graded pass/fail: 10 satisfactory discussion posts=A, 9=B, 8=C, 7=D, 6 or less=F. The posts will be graded according to these criteria:

- Relevance: The ideas expressed indicate that the student has comprehended the assigned material at a satisfactory level or better from the standpoint of preparation for the next class session.
- Clarity, coherence: The ideas are stated clearly and coherently.
- Critical thinking: The student has adequately analyzed, synthesized, and evaluated the assigned material from the standpoint of preparation for the next class session.
- Poses a question for discussion: The post articulates an academically meaningful question for discussion that pertains to the assigned material.
- Spelling, grammar: The post meets university-level standards of spelling and grammar.

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- Length: The post must be no less than 25 lines (Times New Roman 12-point font); there is no maximum length.
- Mid-term take-home essay (25% of final grade, worth up to 250 points): 4-5 double-space typed pages, 12-point Times Roman font, a specific editorial format (chosen from Chicago, MLA, or APA), references may be restricted to course materials; *electronic copy must be submitted via Blackboard's Drop Box/Turnitin.com by 11:55pm, Sunday, November 11*. Paper requirements and grading criteria will be provided later in the semester. Late papers will not be accepted.
- Attendance/participation in group, including end-of-semester group project (25% of final grade, worth up to 250 points):
 - Students are expected to arrive punctually; to remain in class during the entire class session; to adhere to University standards of comportment; and to refrain from extraneous use of communications devices.
 - Percentage components of the attendance/participation grade:
 - Attendance (10% of the attendance/participation grade): taken by means of an ungraded short-essay quiz on the session's pre-class materials. The quizzes will be based as much as possible on questions posed by students in their discussion post assignments.
 - In-class group activities/presentations (20%): Grading criteria will be provided later in the semester.
 - Group project/presentation (40%): See below.
 - End-of-semester confidential peer review of the efforts/contributions of fellow group members (40%): Criteria will be provided later in the semester. Students are encouraged to confidentially inform the instructors at any time during the semester if the efforts/contributions of any group members are not satisfactory. An informal confidential peer review will be conducted during the semester in order to gauge the effectiveness of the groups.
 - Each group project will focus on a topic decided upon by the group's members, such as the role of government in market and society; the role of market in society; conceptions of justice; potable water, sanitation, and housing in poor countries; food, hunger, and famine; health and health care; environmental conditions; global commodity chains; labor conditions; children, women, and the elderly; violence and warfare; immigration and refugees; human rights; the role of multinational corporations; a case study of interest (such as of a specific country, region, or problem); or strategies in general to create a better world. Project requirements and grading criteria will be provided later in the semester.
- End-of-semester individual paper on some aspect of the group project (30% of final grade, worth up to 300 points): 7-8 double-space typed pages, 12-point Times Roman font, Chicago style, maximum of 10 references; *electronic copy must be submitted via Blackboard's Drop Box/ Turnitin.com by 11:55pm, Thursday, December 6*. Paper requirements and grading criteria will be provided later in the semester. Late papers will not be accepted.

Religious Holy Days

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

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Statement of Understanding between Student and Professor

Every student must respect the right of all students to have equitable opportunities to learn and honestly demonstrate the quality of their learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational mission of the University. As a student taking this class:

- I will not represent someone else's work as my own.
- I will not cheat, nor will I aid in another's cheating.
- I will be honest in my academic endeavors.
- I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions as outlined in the Student Handbook.

Disability Services

FIU is committed to providing reasonable accommodations for all persons with disabilities under the Americans with Disabilities Act. Students who require course accommodations are required to register with the Disability Resource Center (DRC) by the beginning of the semester and to follow the DRC's procedures. Contact information:

- MMC, Graham Center 190, (305) 348-3532, email: drmgrgl@fiu.edu
- BBC, Wolfe University Center 131, (305) 919-5345, email: drclb@fiu.edu

Tentative Schedule

Week of Monday, August 20. Overview

- In-class

Video: "Michael Sandel: The Lost Art of Democratic Debate," TedTalks (June 8, 2010)
<http://www.youtube.com/watch?v=hPsUXhXgWml>

Video: "The Bomb under the World"

Recommended: "Affluenza" (on 2-hour reserve under the course title/number and instructor's name at the main desk in the Green Library's audio-visual collection, 5th floor)

Week of August 27. The American Dream in Global Perspective, Part I

- Pre-class

Video: "Tavis Smiley Interviews Harvard Philosopher Michael Sandel about his book *What Money Can't Buy*," The Tavis Smiley Show/PBS
<http://video.pbs.org/video/2232859353/>

Perry, "The Truth about US Manufacturing," *The Wall Street Journal* (February 25, 2011)
<http://www.aei.org/article/economics/fiscal-policy/labor/the-truth-about-us-manufacturing/>

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Audio: "The Amazon Economy," On Point/NPR (July 12, 2012)
<http://onpoint.wbur.org/2012/07/12/the-amazon-economy>

Audio: "The Rise of Micro-Labor," On Point/NPR (April 3, 2012)
<http://onpoint.wbur.org/2012/04/03/micro-labor-websites>

- In-class

Video: "Is Wal-Mart Good for America?" Frontline/PBS
<http://www.pbs.org/wgbh/pages/frontline/shows/walmart/view/>

Video: "Money, Power, and Wall Street" (Episode 1), Frontline/PBS
<http://www.pbs.org/wgbh/pages/frontline/money-power-wall-street/>

Week of September 3. The American Dream in Global Perspective, Part II

- Pre-class

Video: "Sick around the World," Frontline/PBS
<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/view/>

Meachem, "Keeping the Dream Alive," *Time* (June 21, 2012), The American Dream: A Biography
http://www.time.com/time/specials/packages/article/0,28869,3917662_2117682_2117680_00.html

Audio: "American Dream for the Middle Class? Just a Dream," NPR (November 6, 2011)
<http://www.npr.org/2011/11/06/142027833/american-dream-for-middle-class-just-a-dream>

"Downward Mobility for the Middle Class: Waking Up from the American Dream," The PEW Charitable Trusts (September 6, 2011)
http://www.pewtrusts.org/our_work_report_detail.aspx?id=85899363697

Audio: "Jorge Castaneda on the U.S. Middle Class," On Point/NPR (December 14, 2011)
<http://onpoint.wbur.org/2011/12/14/jorge-castaneda>

Bouie, "Black America's Mobility Crisis," *The Nation* (July 19, 2012)
[#](http://www.thenation.com/blog/168952/black-americas-mobility-crisis?rel=emailNation)

Farrelle, "Harder for Americans to Rise from Lower Rungs," *The New York Times* (January 4, 2012)
<http://www.nytimes.com/2012/01/05/us/harder-for-americans-to-rise-from-lower-rungs.html?pagemwanted=all>

Krugman, "But the Top 0.1 Percent Isn't Diverse," *The New York Times* (January 15, 2012)
<http://krugman.blogs.nytimes.com/2012/01/15/but-the-top-0-1-percent-isnt-diverse/>

"Pursuing the American Dream: Economic Mobility across Generations," The PEW Charitable Trusts (July 9, 2012)
http://www.pewtrusts.org/our_work_report_detail.aspx?id=85899403846&WT.rss_ev=f&WT.rss_f=Expert%20Feed%20:%20Erin%20Currier&WT.rss_a=Pursuing%20the%20American%20Dream:%20

Do not copy without the express written consent of the instructor.

"Does America Promote Mobility as well as Other Countries?" The PEW Charitable Trusts (November 17, 2011)

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Economic_Mobility/Economic_Mobility_US_World.pdf

Audio: Kelly, "My American Dream Sounds like Ruben Blades," NPR (July 10, 2012)

<http://m.npr.org/news/NPR+Music+Mobile/155838779>

Korten, *When Corporations Rule the World*, chapter 7 ("Illusions of the Cloud Minders")

Week of September 10. Capitalism and globalization in historical perspective

▪ Pre-class

"A Quick Guide to the World History of Globalization"

(click the links and read: "Globalization: Key Concepts"; "A Very Long-Term View"; and "Globalization since the Fourteenth Century")

<http://www.sas.upenn.edu/~dludden/global1.htm>

Wolf, *Europe and the People without History*: "Introduction" (pages 3-7); "Iberians in America: The Great Dying" (pages 131-136); "The Slave Trade" (pages 195-203); "Trade and Conquest in the Orient" (pages 232-233); and "Regional Globalization" (pages 310-314)

Schaeffer, "Globalizing Production in the United States, Western Europe, and Japan," chapter 1 in *Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change*

Wallerstein, "The Current Conjuncture: Short-Run and Middle-Run Projections," *MRzine* (December 15, 2009)

<http://mrzine.monthlyreview.org/2009/wallerstein151209.html>

Korten, *When Corporations Rule the World*, chapter 1 ("From Hope to Crisis"); chapter 2 ("End of the Open Frontier"); chapter 3 ("The Growth Illusion"); and chapter 4 ("Rise of Corporate Power in America")

Recommended: Schaeffer, *Understanding Globalization* (chapter 2, "Dollar Devaluations"; chapter 3, "Floating Inflation"; and chapter 4, "Debt Crisis and Globalization")

▪ Pre-class graphics

"The Champagne Glass of World Poverty," chapter 7 (figure 7.1) in Korten, *When Corporations Rule the World*

Geography of World Poverty

<http://sedac.ciesin.columbia.edu/povmap/downloads/maps/atlas/chp2.pdf>

Mapping U.S. Poverty

http://www.huffingtonpost.com/2010/10/18/americas-poor-a-regional-look_n_766852.html

Do not copy without the express written consent of the instructor.

Worldmapper, "The World's Wealth Distribution since 1500," *Global Finance*
<http://www.gfmag.com/tools/global-database/economic-data/2368-the-world-as-you-have-never-seen-before.html#axzz1wg7lwWIC>

- In-class

Video: "King Leopold's Ghost"

Week of September 17. Capitalism and contemporary global crisis: Market/libertarian perspectives

- Pre-class

"Ayn Rand First Interview (1959)" [Mike Wallace interviews Ayn Rand]
http://www.youtube.com/watch?v=1ookSv_SX4Y&feature=related

Holloway, "In Praise of Inequality," *Forbes* (March 17, 2003)
http://www.forbes.com/free_forbes/2003/0317/098.html

Audio: "The 1 Percent Speaks," On Point/NPR (May 14, 2012)
<http://onpoint.wbur.org/2012/05/14/the-one-percent-speaks>

Forbes and Ames, "The Real Reason Big Government Distrusts 'The Rich'," *Forbes* (August 17, 2012)
<http://www.forbes.com/sites/steveforbes/2012/08/17/the-real-reason-big-government-distrusts-the-rich/>

Bhagwati, "Does Redistributing Income Reduce Inequality?" Project Syndicate (October 27, 2011)
<http://www.project-syndicate.org/commentary/does-redistributing-income-reduce-poverty->

Pink, "Why the World Is Flat" (interview with NY Times columnist Thomas Friedman), *Wired* (May 2005)
<http://www.wired.com/wired/archive/12.05/friedman.html>

Week of September 24. Capitalism and contemporary global crisis: Alternative perspectives

- Pre-class

Video: "Crises of Capitalism: Things They Don't Tell You about Capitalism," Royal Society for the Encouragement of Arts, Manufacturing, and Commerce
<http://www.youtube.com/watch?v=whVf5tuVbus>

Video: Harry Block, "Crises of Capitalism," RSA Animate
http://www.youtube.com/watch?v=qOP2V_np2c0&feature=related

Block, "America's Stealth Industrial Policy," Longview Institute
<http://www.longviewinstitute.org/blockstealth>

Krugman, "Globalization and Inequality: What Are the Issues?"
<http://www.docstoc.com/docs/21481470/Paul-Krugman-Globalization-and-inequality-what-are-the-issues>

Do not copy without the express written consent of the instructor.

"Economics: How Does Inequality Matter?" *The Economist* (January 2011)

http://www.economist.com/economics/by-invitation/questions/how_does_inequality_matter

Plumer, "How Economists Have Misunderstood Inequality: An Interview with James Galbraith," *The Washington Post* (May 3, 2012)

http://www.washingtonpost.com/blogs/ezra-klein/post/how-economists-have-misunderstood-inequality/2012/05/03/gIQAOf5yT_blog.htm

Audio: "Economist Enrico Moretti Looks at 'Geography of Jobs'," Here & Now/NPR (May 23, 2012)

<http://hereandnow.wbur.org/2012/05/23/moretti-geography-jobs>

Stiglitz, "Of the 1%, by the 1%, for the 1%," *Vanity Fair* (May 2011)

<http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105>

Sen, "Power of Financial Institutions Is Urgent Threat to Democracy," *National Times* (June 24, 2011)

<http://www.smh.com.au/opinion/politics/power-of-financial-institutions-is-urgent-threat-to-democracy-20110623-1ghcn.html>

The Global Poverty Project, "Infrastructure and Poverty"

<http://www.globalpovertyproject.com/infobank/infrastructure>

Bardhan, "Does Globalization Help or Hurt the World's Poor?" UC Berkeley, Department of Economics (published in *Scientific American* (March 26, 2006))

<http://emlab.berkeley.edu/users/webfac/bardhan/papers/BardhanDoesGlobalizationHelp.pdf>

Pearlstein, "Dani Rodrik's 'The Globalization Paradox'," *The Washington Post* (March 13, 2011)

<http://www.washingtonpost.com/dyn/content/article/2011/03/11/AR2011031106730.html>

"Taming Global Capitalism Anew," *The Nation* (April 16, 2006)

<http://www.thenation.com/article/taming-global-capitalism-anew>

Week of October 1. Ethics and Justice: An overview

- Pre-class

Nowak, "Why We Help: The Evolution of Cooperation [Preview]," *Scientific American* (June 2012)

<http://www.scientificamerican.com/article.cfm?id=why-we-help-evolution-cooperation>

Wyles, "In the Name of Darwin," *Evolution*, NOVA/PBS

<http://www.pbs.org/wgbh/evolution/darwin/nameof/>

Video: Michael Sandel: "The Lost Art of Democratic Debate," TedTalks (June 8, 2010)

<http://www.youtube.com/watch?v=hPsUXhXgWml>

"Ethics: A General Introduction," BBC

http://www.bbc.co.uk/ethics/introduction/intro_1.shtml

Do not copy without the express written consent of the instructor.

Velasquez et al., "Justice and Fairness," Markula Center for Applied Ethics, Santa Clara University

<http://www.scu.edu/ethics/practicing/decision/justice.html>

Video: Sandel, "Justice," episodes 8, 10, and 12

<http://www.justiceharvard.org/watch/>

Recommended: Romano, "Sen Shakes Up Justice Theory," *The Chronicle of Higher Education* (September 14, 2009)

<http://chronicle.com/article/Amartya-Sen-Shakes-Up-Justice/48332/>

Week of October 8. Ethics and justice: Market/libertarian perspective

▪ Pre-class

Driscoll Jr., "The Meaning of Hayek," Cato Policy Report (November 1999)

http://www.cato.org/pubs/policy_report/pr-nd-gd.html

Video: "Ayn Rand on the Virtue of Selfishness"

www.youtube.com/watch?v=CoAKer8lfd8

Video: Ayn Rand Institute, "Why Unregulated Capitalism is Moral," Lecture at the University of California, Irvine

<http://www.youtube.com/watch?v=9PcH8r2WozU&feature=related>

Thomas, "Myth: Ayn Rand Was for Dog-Eat-Dog Selfishness," The Atlas Society

<http://www.atlassociety.org/atlas-shrugged/ayn-rand-selfishness>

Kelly, "The Capitalist Ideal: The Moral Vision of *Atlas Shrugged*," The Atlas Society

<http://www.atlassociety.org/atlas-shrugged/capitalist-ideal-moral-vision-atlas-shrugged>

Brooks, "Why Free Enterprise is about Morals, Not Materialism," American Enterprise Institute (June 19, 2012)

<http://www.aei.org/article/society-and-culture/free-enterprise/why-free-enterprise-is-about-morals-not-materialism>

Feulner Jr., Foreword to Hayek, *The Road to Serfdom* (Reader's Digest Condensed Version [1945])

<http://www.iea.org.uk/sites/default/files/publications/files/upldbook43pdf.pdf>

Video: PBS Frontline interviews economist Milton Friedman on "Greed"

http://www.youtube.com/watch?v=RWsx1X8PV_A

Video: Friedman, "The Lesson of the Pencil"

<http://www.youtube.com/watch?v=4ERbC7JyCfU>

Ruwart, "Economic Liberty," Libertarian Answers

<http://libertariananswers.com/category/economic-liberty/>

Recommended: Hayek, *The Road to Serfdom* (Reader's Digest Condensed Version [1945])

<http://www.iea.org.uk/sites/default/files/publications/files/upldbook43pdf.pdf>

Do not copy without the express written consent of the instructor.

Week of October 15. Ethics and justice: Alternative perspectives

- Pre-class

Reich, "Fairness Is Crucial to Economic Growth," *SF Gate* (June 1, 2012)
<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2012/06/01/INTF10OVJI.DTL>

Lanchester, "What Money Can't Buy by Michael Sandel - Review," *The Guardian* (May 1, 2012)
<http://www.guardian.co.uk/books/2012/may/17/what-money-cant-buy-michael-sandel-review>

Video: "Michael Walzer: The Free Market and Morality," The John Templeton Foundation
http://www.youtube.com/watch?v=FN_a2u6altU&feature=relmfu

"Amartya Sen: A New Idea of Justice," Translation of Interview of Amartya Sen by *Le Monde* (June 8, 2009)
<http://www.squidoo.com/amartya-sen-justice>

Hunt, "Polanyi's 'The Great Transformation': A Classic for our Hard Times," *UNC Press Blog* (August 11, 2011)
<http://uncpressblog.com/2011/08/11/michael-h-hunt-polanyis-great-transformation-a-classic-for-our-hard-times/>

Bollier, "Why Karl Polanyi Still Matters," *Commons Magazine* (February 24, 2009)
<http://onthecommons.org/why-karl-polanyi-still-matters>

Video: Graeber, "The Debt of the American People Should Be Forgiven"
http://www.democracynow.org/2011/09/19/day_of_graeber_the_debt_of_the

Krugman, "The Austerity Agenda," *Rutland Herald* (June 2, 2012)
<http://www.rutlandherald.com/article/2012/06/02/OPINION03/706029965>

Lilley, "On Neoliberalism: An interview with David Harvey," *MRzine* (June 19, 2006)
<http://mrzine.monthlyreview.com/2006/lilley190606.html>

United Nations Environment Programme/Global Resources Information Database (UNEP/GRID) "The Fall of Water: Infrastructure Development and Poverty"
<http://www.grida.no/publications/fall-of-the-water/page/2901.aspx>

Weeks of October 22 and October 29. Capitalism, globalization, and justice: Debating perspectives

- Pre-class

Point of Departure

Video: "Michael Sandel: The Lost Art of Democratic Debate," TedTalks (June 8, 2010)

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<http://www.youtube.com/watch?v=hPsUXhXgWml>

Part One

Video: "Stephen Colbert vs. Ayn Rand?"

<http://www.youtube.com/watch?v=b-tlY99QFFk&feature=related>

Audio: "Ayn Rand and the 2012 Presidential Campaign," The Diane Rehm Show/NPR (August 20, 2012)

<http://thedianerehmshow.org/shows/2012-08-20/ayn-rand-and-2012-presidential-campaign>

"Polanyi's 'The Great Transformation'," *Economist's View* (June 11, 2008) (the contrasting views of economist Greg Clark and sociologist Fred Block)

<http://economistsview.typepad.com/economistsview/2008/06/polanyis-gr.html>

Part Two

Video: "Stiglitz, Conrad Debate Income Inequality," *Bloomberg TV* (the contrasting views of Joseph Stiglitz, Nobel Prize-winning economist/former World Bank head, and Edward Conrad, former managing director of Bain Capital)

<http://www.bloomberg.com/video/94117311-stiglitz-conrad-debate-income-inequality.html>

Part Three

Rheinhardt, "How Convincing Is the Case for Free Trade?" *The New York Times* (February 18, 2011); and "The Debate on Free Trade Continues," *The New York Times* (March 4, 2011)

<http://economix.blogs.nytimes.com/2011/02/18/how-convincing-is-the-case-for-free-trade/>

<http://economix.blogs.nytimes.com/2011/03/04/the-debate-on-free-trade-continues/>

Part Four

Testimony of Daniel Griswold, U.S. Senate Subcommittee Hearing on "Overseas Sweatshop Abuses, Their Impact on U.S. Workers, and the Need for Anti-Sweatshop Legislation," Cato Institute (February 14, 2007)

<http://www.cato.org/testimony/dg-no-02142007.html>

International Labour Organization/United Nations, "The Benefits of International Labour Standards"

<http://www.ilo.org/global/standards/introduction-to-international-labour-standards/the-benefits-of-international-labour-standards/lang--en/index.htm>

Part Five

Video: "Ayn Rand on the Virtue of Selfishness"

<http://www.youtube.com/watch?v=CoAKer8lfd8>

Video: Friedman, "The Lesson of the Pencil"

<http://www.youtube.com/watch?v=4ERbC7JyCfU>

Sen, "Power of Financial Institutions Is Urgent Threat to Democracy," *National Times* (June 24, 2011)

<http://www.smh.com.au/opinion/politics/power-of-financial-institutions-is-urgent-threat-to-democracy-20110623-1ghcn.html>

Do not copy without the express written consent of the instructor.

Forbes and Ames, "The Real Reason Big Government Distrusts 'The Rich'," *Forbes* (August 17, 2012)

<http://www.forbes.com/sites/steveforbes/2012/08/17/the-real-reason-big-government-distrusts-the-rich/>

World Economic Forum, "The Global Competitiveness Report 2011-2012"

http://www3.weforum.org/docs/WEF_GCR_CountryProfilHighlights_2011-12.pdf

Video: Chang, "23 Things They Don't Tell You about Capitalism," Royal Society for the Encouragement of Arts, Manufacturing, and Commerce

<http://www.youtube.com/watch?v=whVf5tuVbus>

Korten, *When Corporations Rule the World*, Part IV, "Reclaiming Our Power"

Week of November 5. Global learning common reading and in-class learning activity; begin in-class preparation of group projects/presentations

- In-class

Global learning common reading: Apiah, "The Case for Capitalism," *The New York Times* (January 1, 2006)

<http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html?pagewanted=all>

Weeks of November 12, November 19, and December 6. Continued in-class preparation of group projects and making presentations

- Mid-term paper: electronic copy must be submitted via Blackboard's Drop Box/Turnitin.com by 11:55pm, Sunday, November 11.
- End-of-semester paper: electronic copy must be submitted via Blackboard's Drop Box/Turnitin.com by 11:55pm, Thursday, December 6.

Some optional sources for this course and beyond

Yale Center for the Study of Globalization

<http://www.ycg.yale.edu/>

Culture of Capitalism Seminars

<http://www.lwbooks.co.uk/seminar2.html>

World Social Forum

http://www.forumsocialmundial.org.br/main.php?id_menu=19&cd_language=2

Great Transformations

<http://www.greattransformations.org/>

World Economic Forum

<http://www.weforum.org/>

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