The Culture of Capitalism & Global Justice
IDS 3301-01
OE 134, Thursdays 5-7:40pm
Fall 2012
Dr. Richard Tardanico
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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 action 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 312; Tuesdays and Thursdays, 3:45-4:45pm, or by appointment; 305-348-2247 (Department of GSS main office)

Readings, Audios, and Videos

- 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 or 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): due 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.
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 (10%): 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 marketing and society; the role of market in society; conceptions of justice; 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, minimum 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.
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: drcupgl@fiu.edu
- BBC, Wolfe University Center 131, (305) 919-5345, email: drcbbc@fiu.edu

Tentative Schedule

Week of Monday, August 20. Overview

- In-class

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

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

http://video.pbs.org/video/2232859353/

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

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/

http://www.time.com/time/specials/packages/article/0,28804,2117662_2117682_2117680,00.html

Audio: “American Dream for the Middle Class? Just a Dream,” NPR (November 6, 2011)  
http://www.npr.org/2011/11/06/142072763/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)  

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

http://www.thenation.com/blog/168952/black-americas-mobility-crisis?rel=emailNation'


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

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

(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 Specialization” (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


▪ 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

Mapping U.S. Poverty
Worldmapper, “The World’s Wealth Distribution since 1500,” Global Finance

- 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_X4Y&feature=related

Holloway, “In Praise of Inequality,” Forbes (March 17, 2003)

http://onpoint.wbur.org/2012/05/14/the-one-percent-speaks


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/13.05/friedman.html

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

- Pre-class

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

Video: Harvey, “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?”
“Economics: How Does Inequality Matter?” The Economist (January 2011)
http://www.economist.com/economics/by-invitation/questions/how_does_inequality_matter

http://www.washingtonpost.com/blogs/ezra-klein/post/how-economists-have-misunderstood-inequality/2012/05/03/gIQAQZf5yT_blog.htm

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)

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://www.washingtonpost.com/wp-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

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

Kevles, “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=hPsUXhXgWmI

“Ethics: A General Introduction,” BBC
http://www.bbc.co.uk/ethics/introduction/intro_1.shtml
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/

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

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

- Pre-class


Video: "Ayn Rand on the Virtue of Selfishness"
www.youtube.com/watch?v=CoAKer8Ifds

Video: Ayn Rand Institute, "Why Unregulated Capitalism Is Moral," Lecture at the University of California, Irvine
http://www.youtube.com/watch?v=9PcH8eCWqU&feature=related

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


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

Video: Phil Donahue 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])
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/INTF1OOVJ1.DTL

http://www.guardian.co.uk/books/2012/may/17/what-money-cant-buy-michael-sandel-review

http://www.youtube.com/watch?v=FN_a2u6aItU&feature=relmfu

http://www.squidoo.com/amartya-sen-justice


Bollier, “Why Karl Polanyi Still Matters,” *Commons Magazine* (February 24, 2009)

Video: Graeber, “The Debt of the American Poor Should Be Forgiven”
http://www.democracynow.org/2011/9/19/david_graeber_the_debt_of_the

http://www.rutlandherald.com/article/20120602/OPINION03/706029965

http://mrzine.monthlyreview.org/2006/lilley190606.html

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*
Part One
Video: “Stephen Colbert vs. Ayn Rand?”
http://www.youtube.com/watch?v=b-tIY99QFFk&feature=related

http://thedianerehmshow.org/shows/2012-08-20/ayan-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)

Part Two

Part Three

Part Four
http://www.cato.org/testimony/dg-mt-02142007.html


Part Five
Video: “Ayn Rand on the Virtue of Selfishness”
www.youtube.com/watch?v=CoAKer8Ifds

Video: Friedman, “The Lesson of the Pencil”
http://www.youtube.com/watch?v=4ERbC7yCfU

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


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  

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

Weeks of November 12, November 19, and December 3. 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.  


Some optional resources for this course and beyond  

Yale Center for the Study of Globalization  
http://www.ycsg.yale.edu/  

Cultures of Capitalism Seminars  
http://www.lwbooks.co.uk/seminar2.html  

World Social Forum  

Great Transformations  
http://www.greattransformations.org/  

World Economic Forum  
http://www.weforum.org/  

Robbins, Global Problems and the Culture of Capitalism
Wolf, *Europe and the People without History*

Polanyi, *The Great Transformation*

Chang, *23 Things They Don’t Tell You about Capitalism*
http://www.amazon.com/Things-They-Dont-About-Capitalism/dp/1608193381/ref=sr_1_1?ie=UTF8&qid=1345475055&sr=1-1&keywords=chang%2C+23

Ha-Joon Chang
http://hajoonchang.net/
http://www.econ.cam.ac.uk/faculty/person.html?id=chang&group=faculty

Swedberg, *Principles of Economic Sociology*
http://press.princeton.edu/titles/7525.html


Graeber, *Debt: The First 5000 Years*
http://www.amazon.com/Debt-The-First-000-Years/dp/1933633867

Sandel, *What Money Can’t Buy: The Moral Limits of Markets*

Michael Sandel
http://www.gov.harvard.edu/people/faculty/michael-sandel

Sen, *The Idea of Justice*

Amartya Sen
http://scholar.harvard.edu/sen/
https://www.goodreads.com/author/show/82531.Amartya_Sen/blog

Robert Reich
http://robertreich.org/

David Korten
http://www.yesmagazine.org/greatturning

Immanuel Wallerstein
http://www.yale.edu/sociology/visitors/pages/wallerstein/

Dicken, *Global Shift*
Schaeffer, *Understanding Globalization*
http://www.amazon.com/Understanding-Globalization-Consequences-Political-Environmental/dp/0742561801

Stiglitz, *Making Globalization Work*

Stiglitz, *The Price of Inequality*
http://www.amazon.com/The-Price-Inequality-Endangers-ebook/dp/B007MKCQ3Q

Galbraith, *Inequality and Instability*

Faux, *Global Class War*
http://www.amazon.com/The-Global-Class-War-Bipartisan/dp/0471697613

Bhagwati, *In Defense of Globalization*

Mirowski and Plehwe, editors, *The Road from Mont Pelerin: The Making of the Neoliberal Thought Collective*
http://www.amazon.com/The-Road-Mont-Pelerin-Neoliberal/dp/0674033183

Harvey, *A Brief History of Neoliberalism*
http://www.amazon.com/Brief-History-Neoliberalism-David-Harvey/dp/0199283265

Harvey, *The Enigma of Capital*
http://www.amazon.com/Enigma-Capital-Crisis-Capitalism/dp/0199836841/ref=sr_1_1?ie=UTF8&qid=1345474685&sr=1-1&keywords=harvey%2C+the+enigma

Block and Keller, eds., *State of Innovation: The U.S. Government’s Role in Technology Development*

Reid, *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Healthcare*

Esping-Andersen, *The Three Worlds of Welfare Capitalism*