Course Overview:
In the mid-1990s, the average income of 23 rich countries was $21,740, while that of 42 poor countries was $308. In such poor countries approximately 160 children per 1,000 births die before reaching five years of age, while in the rich countries less than 10 children per 1,000 births die by this age. Why have some nations been able to amass fortunes, build up industries, and become economic successes? Why have other nations – and regions – experienced what seems to be economic stagnation? Will the current era of globalization help to reduce such inequality by raising the standard of living around the globe? Why has resistance to globalization emerged around the world (e.g., Seattle, Mexico, Europe, Africa)? How successful is such resistance?

In this course, we will explore these issues by analyzing the world economy. First, we will begin by looking at the current era of globalization. We will also explore the fundamental aspects of the world economy, including trade flows, the international division of labor, cross-national coalitions, international finance. Second, we will examine how the U.S. came to occupy the position of world economic hegemon. After this, we will study how dynamics in the world economy affected the development of Africa, Asia, and Latin America, by focusing on particular nations: Ghana, South Korea, and Mexico. How were the development of nations in these regions tied to the development of nations in Europe and North America? Finally, we will reconsider the contemporary world economy in light of its history.

Requirements:
Grades will be based on several criteria: class participation, short papers, a group project, and two exams. In fulfilling these requirements, students are expected to adhere to the Georgia Tech Honor Code (see www.deanofstudents.gatech.edu/Honor/). Honor code violations will be addressed appropriately and could result in an “F” on the assignment or in the course. I am happy to accommodate you if you need any special considerations due to a disability, but please let me know as soon as possible (do not wait until exam day!). You should contact the ADAPTS Office (see www.adapts.gatech.edu/index2.htm).

Participation (20%)
Student participation is essential because much of each class session will include discussion. Make sure you do the reading before class and come prepared to discuss. Do not assume that these are automatic points. You must earn them by contributing in class. Furthermore, disruptive behavior (e.g., socializing in class, passing notes, coming to class late) will negatively affect your grade. If you have a question or comment or need something clarified, raise the issue in class.
Short Papers (15%)
During the course of the semester, each student will write two short papers. These papers will address issues and questions central to the course. The papers should be about 5 pages in length (typed, doubled spaced, 1" margins, 12 point font). I will distribute questions that might be addressed in the papers. We will discuss the papers in more detail as the semester progresses.

Group Projects (15%)
Students will participate in one of several group projects. These projects will require students to research a particular set of issues and provide a class presentation, which will be about 20-25 minutes. Three groups will put one of the course case studies (Ghana, South Korea, or Mexico) in the context of their larger region. The other three groups will research and present on general course issues (e.g., hegemony in the world economy).

Exams (50% total)
This course will have two exams; each will be in-class and closed-book/note. The first exam is scheduled for Monday, October 6. And, the final exam date designated by the college is Thursday, December 12, from 2:50-5:40pm. All exams will consist primarily of short essay questions. These questions will require students to draw on readings, lectures, and discussions from the course. We will discuss the exams as they approach.

Summary of grade breakdown: Participation............ 20%
Short Papers (2)..... 15%
Group Projects........ 15%
Exams (2)............. 50%
Total.................... 100%

Readings:
Required Books:

Recommended Books:

The books are available at the bookstore. In addition to these books, many of the course readings are on electronic reserve at the library.
Weekly Schedule:
Unmarked readings come from the required books. An asterisk (*) indicates that a reading is on
the library’s electronic reserve.

Introduction: Development, Globalization, and the World Economy
Aug. 18  Introduction: What is the “Sociology of Development”?

Aug. 20  World Inequality: How unequal is access to the world’s resources?

Aug. 22  Culture and Development: How does culture shape world inequality?

Aug. 25  Class, State, and Market: How does capitalism affect world inequality?

Aug. 27  Commodification: What’s the link between capitalism and globalization?

The World Economy: Now and Then
Aug. 29  Dawning of a New Era: What is “globalization”?

Recommended:

Sept. 1  Labor Day – No Class (compliments of the labor movement . . .)
Recommended reading for Labor Day:

Sept. 3  Racing to the Bottom: How does globalization affect Europe and the U.S.?

Recommended:
Sept. 5  *Changing the World: How does globalization affect other parts of the world?*
**Recommended:**

Sept. 8  *Ebb and Flow: How do cycles of the market shape the world economy?*

Sept. 10  *“A Brave New World”: Is ‘globalization’ really a new development?*
**Recommended:**

**The Structure of the World Economy**
Sept. 12  *One Big Unit: What is “world system theory”?*

Sept. 15  *Cogs in the Machine: What is the division of labor in the world economy?*

Sept. 17  *State Formation: How does the world economy effect national development?*

Sept. 19  *Rising and Falling: What is Development and Underdevelopment?*

Sept. 22  *Changing World Inequality: How does the world economy change?*

**The United States and the World Economy: From Colony to Hegemony**
Sept. 24  *The American Revolution: How did the world economy facilitate the revolt?*
Sept. 26  *A British Colony: What was the context of the origins of the U.S.??*  

Sept. 29  *Challenging Britain: How did the U.S. rise to the core?*  

Oct. 1  *American Imperialism: Did the U.S. have colonies?*  

Oct. 3  *U.S. Dominance: How did the U.S. shape the world economy after WWII?*  

Oct. 6  **FIRST EXAM**

**Incorporation into the World Economy: The Case of Africa and Ghana**  
Oct. 8  *Pre-colonization: What was Africa like before it was colonized?*  

Oct. 13  **Fall Break--No Class**  
*Recommended reading for “Columbus Day”:*  
*Zinn, Howard. 1980. A People’s History of the United States. Ch 1 (“Columbus, the Indians, and Human Progress”), p1-22.*

Oct. 15  *A continent of colonies: How did colonization shape Ghana?*  

Oct. 17  *Cash Crops: What are the effects of focusing on export agriculture?*  

Oct. 20  *“Growing Pains”: How does the world economy shape urban-rural relations?*  
*Mikell. Cocoa and Chaos. Ch 6 (“Vote for Cocoa”), p139-172; Ch 7 (“Cocoa is not Enough”), p173-192.*
Oct. 22  “Chocolate Crises”: How do economic crises affect the periphery?

Oct. 24  “The Bigger Picture”: What does Ghana tell us about Africa?

Group One Presentation: “Africa in the World Economy”

Rising from Below: South Korea in the World Economy
Oct. 27  Before the “Take-Off”: What was South Korea like before the 1960s?

Oct. 29  Foundations of Expansion: What was the “triple alliance”?

Oct. 31  Expanding and Rising: How did Korea rise so quickly?
Lie. Han Unbound. Ch 3 (“Muddling . . .”), p43-74; Ch 4 (“In and Under . . .”), p74-98 only.

Nov. 3  Democracy Rising: How did democracy come to be in South Korea?

Nov. 5  Crisis in the East: What happened in the late-1990s?

Nov. 7  Looking Backward: What does South Korea’s experience tell us?

Group Two Presentation: “Asia in the World Economy”

Globalization and Rebellion: Mexico in the World Economy
Nov. 10  Background: How did Mexico go from revolution to nation?

Nov. 12  Globalization: How have recent changes affected Mexico?

Hunger Banquet

Nov. 14  Global Farming: How has globalization affected Mexican agriculture?
Nov. 17  
*Land Reform: How has globalization affected rural Mexican Communities?*
Barry. *Zapata’s Revenge*. Ch 7 (“End of Reform”), p117-128; Ch 8 (“People of the Land”), p129-152.

Nov. 19  
*Rebellion: How can we explain the Chiapas rebellion?*

Nov. 21  
*Alternatives: Can Mexico have “sustainable development”?*

Nov. 24  
*Latin America in the World Economy: What does Mexico’s experiences tells us?*
**Group Three Presentation: “Latin America in the World Economy”**

Nov. 26 & 28  
**Thanksgiving Break**  
Recommended reading for the holidays:  

Dec. 1  
*Staying on Top: How do nations maintain hegemony in the world economy?*
**Group Four Presentation: “Hegemony in the World Economy”**

Dec. 3  
*Protests and Development: How can the “masses” shape development?*
**Recommended:**  
**Group Five Presentation: “Changing the World Economy”**

Dec. 5  
*Looking Forward: What kind of future might the world economy have?*
**Group Six Presentation: “The Future of the World Economy”**

Dec. 11  
**FINAL EXAM (8:00-10:50 a.m.)**