

Course Syllabus

HI / POL 438 Globalization and Capitalism (3.0 Credits)

Spring 2020 - Course Location: Henry 207 - Wednesdays: 2:30PM – 5:20PM

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Course Description: This course introduces students to the study of how globalization and capitalism have interacted to shape our present world. It focuses on several foundational approaches to political economy, including its great thinkers. The lives and theories of political economists ranging from Adam Smith, Karl Marx, and Friedrich List to Joseph Schumpeter and John Maynard Keynes are explored. The course also examines the contemporary global capitalist system as it affects inequalities, varieties of capitalism, U.S. competitiveness, the dynamics of the international financial system, and the sustainability of the globe's environment.

Course Learning Outcomes: Using the discipline frames of comparative politics, political economy, and international relations (international studies), the student will:

1. Evaluate the nature and logic of historical change, continuity, and causality with a focus on the comprehensive understanding of the origins and dynamics of globalization and capitalism (HI/POL PLO 1 and 2; IS PLO 2 and 3).
2. Examine the basic philosophical and practical approaches in political economy to interpret developments and contemporary challenges facing the global system (such as the future of free trade, inequalities, the market system, and environmental challenges) with multiple views and interpretations that avoid explanations based on historical linearity and/or political inevitability (HI/POL PLO 1, 2, and 3; IS PLO 1, 2, 3, 4 and 5).
3. Critique one specific set of readings, collaborate proactively with others, and generate an oral presentation that assesses the insights of key thinkers on political economy (HI/POL PLO 4 and 5; IS PLO 2, 3, 4 and 5; IS (IR) PLO 2).
4. Apply political economic perspectives and theories to debate specific elements shaping the global system in the form of a summary oral presentation (HI/POL PLO 1 and 2; IS PLO 1, 2, 3 and 5).

Teaching Format:

This class is based on a combination of lectures, tests, audiovisual materials, class discussion, reading review presentations and student-initiated research leading to a summary presentation.

Course Schedule and Topics (subject to revision):

Session 1 (January 15): *Introduction*

The general course framework, topics, and methodology will be introduced; the major themes of the course previewed; and guidelines for the preparation of reading review presentations, final presentations, and other assignments discussed.

Session 2 (January 22): *The Origins of Globalization and Capitalism***Readings:**

James Fulcher, *Capitalism: A Very Short Introduction*, chapters 1-3, pp. 1-57

Begin viewing the DVD *Commanding Heights – The Battle for the World Economy* (part 1 The Battle of Ideas); produced by PBS (WGBH Boston)

Session 3 (January 29): *Comparative Capitalisms and Contending Perspectives of Capitalism***Readings:**

James Fulcher, *Capitalism: A Very Short Introduction*, chapters 4-6, pp. 58-127.

Continue viewing the DVD *Commanding Heights – The Battle for the World Economy* (part 1 The Battle of Ideas); produced by PBS (WGBH Boston)

Session 4 (February 5): *Liberal Lineages****Readings:**

Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times And Ideas Of The Great Economic Thinkers*, “The Wonderful World of Adam Smith,” pp. 42-74.

Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times And Ideas Of The Great Economic Thinkers*, “The Gloomy Presentiments of Parson Malthus and David Ricardo,” pp. 75-104.

Collect additional materials on the lives and theories (philosophies) of Adam Smith, Parson Malthus, and David Ricardo.

Session 5 (February 12): *Socialist Utopia and Karl Marx**

Readings:

Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times And Ideas Of The Great Economic Thinkers*, “The Dreams of the Utopian Socialists,” pp. 105-135

Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times And Ideas Of The Great Economic Thinkers*, “The Inexorable System of Karl Marx,” pp. 136-169.

Collect additional materials on the lives and theories (philosophies) of the Utopian Socialists and especially Karl Marx (and Friederich Engels); optionally read *The Communist Manifesto* (1848) available at (among other sites):

<http://www.classicly.com/download-the-communist-manifesto-pdf>

Session 6 (February 19): *The American School and State Developmentalist Approaches**

Readings:

Alexander Hamilton, *Report to Congress on the Subject of Manufactures*, December 5, 1791; available at:

<http://nationalhumanitiescenter.org/pds/livingrev/politics/text2/hamilton.pdf>

Friederich List, excerpts from *The National System of Political Economy* (1841), in Naazneen H. Barma and Steven K. Vogel (eds.), *The Political Economy Reader: Markets as Institutions*, pp. 63-86 (on CANVAS)

Alexander Gerschenkron, excerpts from *Economic Backwardness in Historical Perspective* (1962), in Naazneen H. Barma and Steven K. Vogel (eds.), *The Political Economy Reader: Markets as Institutions*, pp. 211-228 (on CANVAS)

Collect additional materials on the lives and theories (philosophies) of Alexander Hamilton, Friederich List, and Alexander Gerschenkron.

Session 7 (February 26): *Keynes and Schumpeter**

Readings:

Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times And Ideas Of The Great Economic Thinker*, “The Heresies of John Maynard Keynes,” pp. 248-287.

Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times And Ideas Of The Great Economic Thinkers*, “The Contradictions of Joseph Schumpeter,” pp. 288-310

Collect additional materials on the lives and theories (philosophies) of John Maynard Keynes and Joseph Schumpeter.

Session 8 (March 4): *Capitalism – A Love Story*

View the documentary by Michael Moore, *Capitalism: A Love Story* (Overture Films and Paramount Vantage, 2010)

Session 9 (March 11): *Neoliberalism**

Readings:

F. A. Hayek and Milton Friedman, excerpts from the “The Road to Serfdom” and “Capitalism and Freedom,” in Naazneen H. Barma and Steven K. Vogel (eds.), *The Political Economy Reader: Markets as Institutions*, pp. 91-116 (on CANVAS)

View the documentary “Ayn Rand: In Her Own Words” (Northern River Productions, 2011) and provide a concise synopsis of her philosophy. Video is available at: <https://www.youtube.com/watch?v=CjYdvRkJVrs>

Collect additional materials on the lives and theories (philosophies) of F. A. Hayek, Milton Friedman, and Ayn Rand.

Session 10 (March 18): *The Glorious Capitalist*

View the feature film “Atlas Shrugged – Part II” (Atlas Distribution Company, 2012)

Spring Break (March 23-27)

Session 11 (April 1): *Capitalism and the Environment**

Readings:

James Gustave Speth, *The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability*, Yale University Press (2009), pp. 1-88 (on CANVAS).

Session 12 (April 8): *The Future of Capitalism**

Readings:

Milanovic, Banerjee & Duflo, Stiglitz, Tucker & Zucman, Fahnbulleh, and Muller, The Future of Capitalism (Debate), *Foreign Affairs*, vol. 99, no. 1, pp. 8-49, January/February 2020 (on CANVAS).

Session 13 (April 15): *Final Summary Presentations I*

Readings: *Individual and group-coordinated research*

Session 14 (April 22): *Final Summary Presentations II*

Readings: *Individual and group-coordinated research*

Session 15 (April 29): *Review Session and Final (TBA)*

Required Texts

1. *Capitalism: A Very Short Introduction* [Paperback]

James Fulcher

Paperback: 160 pages

Publisher: Oxford University Press (July 29, 2004)

ISBN-13: 978-0192802187

2. *The Worldly Philosophers: The Lives, Times And Ideas Of The Great Economic Thinkers*, Seventh Edition [Paperback]

Robert L. Heilbroner

Paperback: 368 pages

Publisher: Touchstone; 7th revised edition (August 10, 1999), ISBN-13: 978-0684862149

All other readings available on the web for free or on CANVAS in soft copy (look under FILES and then READINGS)

Student Evaluation

Class Participation (20%): Class participation is an essential part of taking advantage of the materials presented in this course. Students are expected to have completed the required readings before each session to facilitate discussion and create an effective learning environment. While difficult to measure, class participation will be understood to consist of three basic elements: first, class attendance (a prerequisite for actually participating in discussions); second, listening carefully and attentively to classmates and lectures; and third, participating actively in class discussions, presenting creative and thoughtful ideas and leading discussions, especially when issues pertaining to personal interest or knowledge are involved.

Attendance Policy: Please note that one (1) absence is allowed; additional absences will incur a three (3%) point deduction from the oral participation and attendance grade. Virtually no participation will also be reflected in the final course grade.

Final (30%): This will be a multiple-choice test, assessing the understanding and knowledge students have acquired concerning key concepts, relationships, and materials covered in the readings, audiovisual presentations, and lectures.

Note: Students can only miss this test for an emergency that will have to be proven by sufficient evidence. Make-up tests will NOT be entitled to bonus points and may be subject to a three point deduction for failure to take the test on the originally scheduled date and time.

Reading Review Presentation (25%): Students will be required to make presentations (either individually or in groups of 2-3, depending on class size) on the readings required for this course (all weeks marked with “*” are possible choices). They will generate a power point presentation on these readings (generally 2-3 chapters or articles).

Presentations should last at the very maximum 30 minutes for individual presentations and 40 minutes for group presentations. These presentations will have to be posted on CANVAS in the assigned discussion string at least TWO days (48 hours) ahead of the actual presentation in class (i.e., by Monday afternoon before 2:30pm). Points are awarded for the quality and style of the actual reading review presentation in class. Presentations should encompass the following tasks: A.) a **thorough**, yet **distilled** and **concise** review of the reading materials, including highlighting the main arguments, analytical points, and evidence provided in the readings; B.) additional materials (if noted) on the lives and economic thought of the Worldly Philosophers; and C.) an analysis of how the readings fit in with the arguments made by other readings and the overall topics of the course.

Final Project Presentation (25%): Students will be asked to form teams to make a summary presentation during the last class meetings. For this class, specific topics/questions will be provided from which students can choose. There will be at least five possible topics to choose from on the contradictions of capitalism:

- A. Contradiction I: Rising social inequalities and their consequences
- B. Contradiction II: Social counter-movements to “efficient markets” and the power of capital
- C. Contradiction III: Boom and bust cycles and their consequences
- D. Contradiction IV: The dangers of relentless technological progress
- E. Contradiction V: Capitalist accumulation and the sustainability of the globe’s environment

Teams will be asked to create a clear division of labor, with each member covering a distinct topic under a general heading. During several sessions time will be provided for questions and discussions among group members, sometimes with guidance from the professor. Teams are encouraged to use materials from outside the lectures, including web-based information. However, the presentations and assigned readings of the class are central in putting together a successful presentation.

Each team member will have ten minutes (a maximum of twelve slides) for their presentation, and presentations should be sufficiently integrated to flow seamlessly and be visually enticing. While each team member is graded individually, the integration of presentation and analytical materials, as well as overall team effort will influence that grade.

Assessment and Grading

A = 90% or higher; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = 59% or less

Course Ground Rules

General guidelines for student behavior at Chaminade University are provided in the Student Handbook. If you wish to contact the professor, please do so by using the professor’s Chaminade email account at: christopher.mcnally@chaminade.edu. Do not use eCollege or any other email account to contact the professor (the CANVAS email function directly links to the professor’s Chaminade email account, so you can use this as well). Please:

- Always include a subject line.
- Be careful in wording your emails. Always be as precise as possible.
- Use standard fonts and formats.

If it is an emergency, you can contact the instructor *via* phone (though email is still best, since I check it often).

Academic Honesty and Conduct Policy

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism (see Student Handbook on *Plagiarism*). Questions of academic dishonesty in a particular class are first reviewed by the instructor who must make a report with recommendations to the relevant Dean. Consequences for academic dishonesty may range from an “F” grade for the work in question to an “F” grade for the course to suspension or dismissal from the University.

In addition, Chaminade University has a set of rules and standards of conduct by which it operates. These reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details.

Electronic Devices Policy

Using an electronic device for activities unrelated to the learning experience coordinated by the Professor distracts the student using the device, his/her neighbors, and the Professor. Additionally, this usage is viewed as disrespectful of all others engaged in the teaching/learning process. Therefore, all electronic devices (e.g., cell phones, tablet PCs, digital cameras, and laptops) are not to be used during class unless the Professor authorizes their usage for a class-related purpose. In particular, cell phones are to be turned off and are not to be used during a class. If the Professor gives permission for the use of a personal computer and/or digital recorder for note-taking or to follow the power points presented in class, then this is the sole purpose to which these devices should be put. Failure to comply with these policies will result in one warning. If the student continues to not comply with this policy, he/she will receive a failing grade (“F”) for the class.

Students with Disabilities

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act

(ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Characteristics of a Marianist Education

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Instructor Background Information

Prof. Christopher A. McNally is a Professor of Political Economy at Chaminade University and Adjunct Senior Fellow at the East-West Center in Honolulu, USA. His research focuses on comparative capitalisms, especially the nature and logic of China's capitalist transition. He is also working on a book project that studies the implications of China's capitalist reemergence on the global order. He received his Ph.D. in political science from the University of Washington and has edited four volumes, including an examination of China's political economy: *China's Emergent Political Economy – Capitalism in the Dragon's Lair* (Routledge, 2008). He also has authored numerous book chapters, policy analyses, editorials and articles in journals such as *World Politics*, *International Politics*, *Review of International Political Economy*, *Business and Politics*, *Communist and Post-Communist Studies* and *Comparative Social Research*.

Syllabus Modification

This syllabus is only a plan. The instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed.