

Course Syllabus

HI / POL 438
Globalization and Capitalism
(3.0 Credits)

Spring 2022 - Course Location: Henry 225 - Wednesdays: 2:30PM – 5:20PM
Online for first three weeks

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COURSE DESCRIPTION

Catalog Description: This course introduces students to the study of political economy. It surveys the thought of political economists ranging from Adam Smith, Karl Marx and Joseph Schumpeter to contemporary thinkers. It also analyzes 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.

Detailed Description: This course introduces students to the study of how globalization and capitalism have interacted to shape our present world. A major focus rests on the evolution of globalization over the last five centuries and its present manifestation, especially an ongoing shift in economic power away from the advanced economies of Europe, the United States and Japan to rapidly emerging economies such as China, India and Brazil. This course therefore aims to provide a macro-perspective on the evolution of the global capitalist system, as well as an analysis of various approaches to political economy in the final part of the course.

MARIANIST VALUES AND COURSE LEARNING OUTCOMES

This course aims to articulate Marianist characteristics and values in the study of the Globalization and Capitalism. By using Chaminade University's Marianist mission to guide our study, we will create a unique perspective. The importance of understanding adaptation and change is informed by a holistic global awareness that aims to educate for service, justice, and peace.

One major aspect of articulating Marianist values and characteristics is for students to generate a final project. For this project students will demonstrate critical thinking

competencies, specifically to a.) recognize historical change, continuity, and causality while interpreting historical developments and contemporary challenges; and b.) to conduct this analysis by employing multiple views and interpretations that avoid explanations based on historical linearity and/or political inevitability.

Course learning outcomes employ the discipline frames of international studies, political economy, and comparative politics. The student will:

1. Recognize the nature and logic of historical change, continuity, and causality, especially as it relates to a comprehensive understanding of the history of capitalism and globalization (HI/POL PLO 1 & 2; IS PLO 1).
2. Analyze specific elements shaping the workings of politics and governance in the international political economy (HI/POL PLO 1 & 2; IS PLO 2).
3. Demonstrate detailed and applied knowledge as well as practical insights to interpret the developments and challenges facing the contemporary global politico-economic order with multiple views and interpretations and an awareness of the diversity of peoples and cultures (General Education & HI/POL PLO 3; IS PLO 3).
4. Apply critical thinking competencies with an awareness of adaptation and change by producing a comprehensive analysis and synthesis that takes into account the complexities of an issue. This will be assessed by research and production of an oral presentation on one of the major approaches in politico-economic thinking and its implications for our present era (HI/POL PLO 4 & 5; IS PLO 4 & 5).

Teaching Format: This class is based on a combination of interactive discussions, readings, audiovisual materials, independent research, and presentations by students. A pro-active student-initiated project forms an important part of this course, since it allows students to gain important practical insights and enables them to directly apply the knowledge acquired in this course to the study of globalization and capitalism.

Technology Resources and Requirements: The basic online teaching system Chaminade University uses is Canvas. Much basic information, requirements, and other resources can be found on the Canvas site for this course. In particular, readings and other teaching supports can be found under FILES on the Canvas site for this course. For further information on how to navigate Canvas and trouble-shooting, please see their frequently asked questions page.

Zoom: We might use Zoom teleconferencing for optional synchronous (live) class sessions if needed. Information about getting started with Zoom, joining a meeting, and Zoom features can be found on their frequently asked questions page.

COURSE SCHEDULE (subject to revision; for detailed course assignments related to each week please see the Canvas Modules):

Week 1: Introduction

The general course framework, topics, and methodology will be introduced; the major themes of the course previewed; and students will have a chance to furnish a self-introduction.

Week 2: Finance and Globalization

Niall Ferguson, *The Ascent of Money: A Financial History of the World*; a DVD by Chimerica Media & PBS – view only parts 1 & 2!

Available at:

PART I: From Bullion to Bubbles

<https://weta.org/watch/shows/ascent-money/ascent-money-part-1-bullion-bubbles>

PART 2: Bonds of War

<https://weta.org/watch/shows/ascent-money/ascent-money-part-2-bonds-war>

All episodes available at: <https://weta.org/watch/shows/ascent-money>

Week 3: Capitalism: A Very Short Introduction

Readings: James Fulcher, *Capitalism: A Very Short Introduction*, chapters 1-4, pp. 1-81

Week 4: The Origins of Capitalism and Contending Perspectives

Readings: James Fulcher, *Capitalism: A Very Short Introduction*, chapters 5-6, pp. 82-127 & Jeffrey A. Frieden, *Global Capitalism – Its Fall and Rise in the Twentieth Century*, W.W. Norton & Co., 2006, Prologue (pp. 1-10)

Week 5: The Golden Age, 1896-1914

Readings: Jeffrey A. Frieden, *Global Capitalism – Its Fall and Rise in the Twentieth Century*, W.W. Norton & Co., 2006, chapter 1 (whole); chapter 2 (only pp. 28-29 and pp. 50-55); and chapter 5 (whole)

Week 6: Things Fall Apart, 1914-1939

Readings: Jeffrey A. Frieden, *Global Capitalism – Its Fall and Rise in the Twentieth Century*, W.W. Norton & Co., 2006: chapter 6 (only pp. 127-134 and 148-154); and chapter 8 (whole)

Week 7: Together Again, 1939-1973

Readings: Jeffrey A. Frieden, *Global Capitalism – Its Fall and Rise in the Twentieth Century*, W.W. Norton & Co., 2006: chapter 11 (whole); chapter 12 (whole); and chapter 15 (only pp. 339-351 and pp. 359-360)

Week 8: Neoliberal Globalization, 1973-2000

Readings: Jeffrey A. Frieden, *Global Capitalism – Its Fall and Rise in the Twentieth Century*, W.W. Norton & Co., 2006: chapter 16 (whole); chapter 17 (only pp. 392-405), chapter 20 (whole) and Conclusion (whole)

Week 9: Midterm Review and Recap

Week 10: *Commanding Heights: The Battle of Ideas*

View the documentary: *Commanding Heights – The Battle for the World Economy* (part 1 The Battle of Ideas only); produced by PBS (WGBH Boston)

Available at: <https://www.youtube.com/watch?v=gfRTpoYpHfw>

Spring Break**Week 11: *Discussion of Final Summary Debate and Assignment of Topics*****Week 12: *Preparation of Final Summary Debate***

Readings: *Individual and group-coordinated research*

Week 13: *Final Summary Debate I*

Readings: *Individual and group-coordinated research*

Week 14: *Final Summary Debate II*

Readings: *Individual and group-coordinated research*

Week 15: *Review Week and Final (TBA)***REQUIRED TEXTS****1. *Capitalism: A Very Short Introduction* [Paperback]**

James Fulcher

Publisher: Oxford University Press (July 29, 2004)

ISBN-13: 978-0192802187

2. *Global Capitalism – Its Fall and Rise in the Twentieth Century*

Jeffrey A. Frieden

Publisher: W.W. Norton & Co., 2006

ISBN 978-0-393-32981-0

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

Robert L. Heilbroner

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

The course will emphasize analytical thinking and include a variety of tasks to be completed. The course grade will be based several tests and assignments, as well as a final project. The following describes each of these in more detail:

Syllabus Quiz and Self-Introduction (10 points): See Canvas Module for Week 1

Mini-Quiz (5 points): This is a short multiple-choice test, assessing the understanding and knowledge students have acquired concerning the documentary *Ascent of Money*. Students can only miss this test for an emergency that will have to be proven by sufficient evidence. One point deduction per day late applies.

Mid-term (15 points): 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 lecture notes. Students can only miss this test for an emergency that will have to be proven by sufficient evidence. One point deduction per day late applies.

Final Test (25 points): 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 lecture notes. Students can only miss this test for an emergency that will have to be proven by sufficient evidence. One point deduction per day late applies.

Interactive Essay and Discussion Forums (IEDF – 2x10=20 points including peer reviews): This course incorporates an interactive discussion forum. Students first work on a short essay to be answered in a clear and concise manner **of between 150-250 words maximum**. Each essay counts for a total of eight points and students have one week to complete it. Late submission will incur a one-point deduction per day late. After completing their essays, students have the opportunity to react to classmates' essays in the following manner (they should ideally do this after the deadline for submitting the essays):

1. Peer review one essay of a classmate, especially pointing out strong points or certain weaknesses.
2. Debate the argument put forward in one of your classmates' essays – be sure to back your major points up briefly!
3. Provide additional empirical materials (including from available class materials and/or reliable sources on the Web) or a novel viewpoint/perspective in reaction to one of your classmates' essays.

These peer reactions should not exceed 100 words and be written in a concise and accessible manner. Please see the [Online Classroom Etiquette](#) included on CANVAS (under Module for Week 1) for further information.

Each student is required to **post at least one (1) peer response** counting for two points. Each additional peer response will generate one bonus point for the course

with a **limit of three (3) bonus points in total**. Any additional posts will be much appreciated, but will not generate additional points counting towards the course grade.

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 student groups can choose. Student groups will first put together a summary presentation on one of the major strands of politico-economic thinking that have shaped capitalism and globalization. These are:

1. Liberalism and Neo-liberalism
2. Communism, Socialism, and Social Democracy
3. Statist Developmentalism and Neo-statism

Student groups will in the following class session engage in a debate about the merits and weaknesses of each strand of thinking. They will analyze a distinct policy problem (e.g., inequality, competitiveness, the impact of technology, the environment, social justice, etc.) that will be assigned by the professor.

Teams will be asked to create a clear division of labor, with each member covering a distinct topic under a general heading. During several class 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. Several additional readings are available in the files on Canvas and in the optional course reading: *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers* by Robert L. Heilbroner

Each team member will have roughly ten minutes (a maximum of 12-15 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.

Class Participation (10 bonus points possible): 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.

Virtually no participation will likely mean no bonus points, while excellent participation, attendance, and attention to class will be reflected in the final course grade by up to an additional 10 points (percent) of the class grade.

Assessment and Grading

A = 90% or higher; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = 59% or less
Grades are calculated from the student's daily work, including participation, quizzes, tests, presentations, and the final test. They are interpreted as follows: A Outstanding scholarship and an unusual degree of intellectual initiative; B Superior work done in a consistent and intellectual manner; C Average grade indicating a competent grasp of subject matter; D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work; F Failed to grasp the minimum subject matter; no credit given.

Course Ground Rules

General guidelines for student behavior at Chaminade University are provided in the Student Handbook. If you wish to contact the instructor, please do so by using email (Christopher.mcnally@chaminade.edu). Please:

1. Always include a subject line.
2. Be careful in wording your emails.
3. Always be as precise as possible.
4. 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

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to 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. A copy of the [Student Handbook \(Links to an external site.\)](#) (Links to an external site.) is available on the Chaminade website.

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 Kōkua ‘Ike: Center for Student Learning 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 Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in

the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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.