

**POLITICS AND MARKETS IN THE GLOBAL ECONOMY**  
**SOCIOLOGY 166**  
**SPRING 2011**

Professor David Brady  
M/W 250-405pm  
Sociology/Psychology 129

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Welcome to Sociology 166! This class will expose students to an exciting range of intellectual debates in economic and political sociology, and comparative/international/ globalization studies. Further, the class will take us on an intellectual tour of the world's regions, and their complex social processes and problems and connections and disconnections with the global economy. The class will compare classic theories within economic and political sociology to contemporary events and debates. We will mix contemporary and classic readings. Thus, we will hope to put current events under theoretical scrutiny. Over the course of the semester, we will cover three major themes, ranging from "Marxism, Conflict, and Capitalism"; "Weber, Institutions and Development"; "Equality and Democracy." Ultimately, the class aims to cultivate a sophisticated sociological imagination of economic and political issues in the global economy. The course counts as an elective for Sociology, International Comparative Studies, and Markets and Management.

**EVALUATION:**

Students will be graded on three exams, class participation and a group presentation. The exams will be closed-book in-class exams and will include a combination of multiple choice, short answer and essay questions. The exams will be graded for an integration and deep understanding of course material, coherent and well-reasoned arguments, and professional writing skills. The exams will be fairly evenly divided between readings and lecture/discussion. The first two exams will be non-cumulative, while the final exam will be *partially cumulative*. Of course, the final exam will not request the tiniest details about information early in the semester. However, students will be expected to cumulatively retain the core concepts throughout the semester.

Active class participation can take a variety of forms, including enthusiastic and intellectually rigorous discussion, correspondence with the professor, and regular class attendance. The composition of final grades and grading scale are as follows:

Exam 1	25%	A	90-100
Exam 2	26%	B	80-90
Exam 3	29%	C	70-80
Group Presentation	10%	D	70-60
Group	7%	F	≤59
Individual	3%		
Class Participation	10%		

For the group presentation, students will be assigned to teams of four. The teams will deliver a 15-20 minute presentation. The teams will have the responsibility of a) explaining and

elaborating course material (concept, theory, debate, reading, group of ideas, etc.); b) applying course material to one non-U.S. country or a comparison of a few countries; and c) making an argument about theory/policy. The course material emphasized should be commensurate with the timing of the presentation. I encourage teams to run ideas by me for their presentation. There is flexibility in how to present – the key is to be effective, rigorous and interesting. Students will be expected to interrogate course material **AND** conduct original research on the countries studied (e.g. using international newspapers, books, scholarly articles). Part of each student’s grade for the group presentation will be based on evaluations by other students in the group.

In addition, class attendance is required. I take roll at each class meeting, mainly for the purpose of learning students’ names and assessing students’ participation. Because class participation is 10% of your final grade, class attendance counts. Also, I take attendance and participation into account when calculating borderline grades.

### **READINGS:**

Students will want to purchase the following three books:

Brady, David. 2009. *Rich Democracies, Poor People* New York: Oxford University Press.

Evans, Peter. 1995. *Embedded Autonomy* Princeton: Princeton University Press.

Harvey, David. 2004. *A Brief History of Neoliberalism* New York: Oxford University Press.

I have ordered these books at the Regulator Bookstore (on 9<sup>th</sup> Street). The remaining readings will be available on Blackboard (under “Course Documents”). In general, students should read the readings in the order they are listed.

### **CALENDAR OF TOPICS AND READINGS:**

**January 12** Introduction

#### ***SECTION I: MARX, CONFLICT AND CAPITALISM***

**January 19** Marxism

Marx, Karl and Friedrich Engels. 1848. *The Communist Manifesto*

**January 24** Neo-Marxism and Power

Selections from Wright, Erik Olin. 2010. *Envisioning Real Utopias* New York: Verso.

**January 26** Neoliberalism

Harvey pp. 1-63

Rodrik, Dani. 2002. “After Neoliberalism, What?”

**January 31** Theories of the State

Harvey pp. 64-86

Block, Fred. 1987. “The Ruling Class Does Not Rule: Notes on the

Marxist Theory of the State.” Pp. 51-68 in *Revising State Theory*  
Philadelphia: Temple University Press.

- February 2** Global Inequality and Elites  
Harvey pp. 87-151
- February 7** Crises  
Selections from Wright, Erik Olin. 2010. *Envisioning Real Utopias* New  
York: Verso.  
Harvey pp. 152-182  
Carruthers, Bruce G. 2008. “A Sociology of Bubbles.” *Contexts* 8: 22-  
26.
- February 9** Workers and Labor  
Harvey pp. 183-206  
Selections from Wright, Erik Olin and Joel Rogers. 2011. *American  
Society: How It Really Works* New York: Norton.  
Lerner, Stephen. 2007. “Global Corporations, Global Unions.” *Contexts* 6:  
16-22.
- February 14** **EXAM 1**
- SECTION II: WEBER, INSTITUTIONS AND DEVELOPMENT**
- February 16** Weber and Bureaucracy  
Selections from: Weber, Max. 1978. *Economy and Society* Berkeley:  
University of California Press.
- February 21** Institutions and Economic Sociology  
Evans pp. 3-42
- February 23** States and Markets I  
Evans pp. 43-73  
Fligstein, Neil. 2005. “States, Markets and Economic Growth.” Pp. 119-  
143 in *The Economic Sociology of Capitalism*, edited by V. Nee  
and R. Swedberg. Princeton, N.J.: Princeton University Press.
- February 28** States and Markets II  
Evans pp. 74-127
- March 2** The Developmental State, Growth and Globalization  
Evans pp. 181-206, 227-250
- March 7-9** **Spring Break!**
- March 14** Institutions and the Varieties of Capitalism  
Selections from: Fligstein, Neil. 2001. *The Architecture of Markets*

Princeton: Princeton University Press.

- March 16** Global Institutions  
Meyer, John W. 2004. "The Nation as Babbitt: How Countries Conform." *Contexts* 3(3): 42-47.  
Selections from: Stiglitz, Joseph E. 2002. *Globalization and Its Discontents* New York: Norton.  
Rodrik, Dani. 2007. "Saving Globalization From Its Cheerleaders."
- March 21** State Failures  
Rosenberg, Tina. 2007. "The Perils of Petrocracy." *New York Times Magazine* November 4.  
Gerber, Theodore P. 2004. "When Public Institutions Fail: Coping With Dysfunctional Government in Post-Soviet Russia." *Contexts* 3(1): 20-28.  
Power, Samantha. 2003. "How to Kill a Country." *The Atlantic Monthly* December.
- March 23** **EXAM 2**
- SECTION III: EQUALITY AND DEMOCRACY**
- March 28** Poverty and Inequality in Affluent Democracies  
Brady pp.3-22, 45-69
- March 30** The Welfare State  
Brady pp.70-120
- April 4** Economic and Demographic Challenges of Rich Countries  
Brady pp.121-181
- April 6** Gender Equality  
Nussbaum, Martha. 2004. "Women's Education: A Global Challenge." *Signs* 29: 325-355.
- April 11** Democracy and Democratization  
Selections from Tilly, Charles. 2007. *Democracy* New York: Cambridge University Press.  
Selections from Smith, Peter H. 2005. *Democracy in Latin America* New York: Oxford University Press.  
Przeworski, Adam. 2004. "A Flawed Blueprint: The Covert Politicization of Development Economics." *Harvard International Review* March 22.
- April 13** Democracy, Ethnic Conflict and War  
Chirot, Daniel and Jennifer Edwards. 2003. "Making Sense of the Senseless: Understanding Genocide." *Contexts* 2(2): 12-19.

- Nussbaum, Martha. 2007. "Fears for Democracy in India." *Chronicle of Higher Education* May 18.
- Davis, Nancy J. and Robert V. Robinson. 2007. "Freedom on the March? Bush's Democracy Doctrine for the Muslim World." *Contexts* 6(2): 22-27.
- Schwartz, Michael. 2005. "Why the United States is Losing the War in Iraq." *Contexts* 4(1): 12-20.
- Roxborough, Ian. 2007. "Counterinsurgency." *Contexts* 6: 15-21.

**April 18**

Social Movements and Social Change

- Markoff, John. 2006. "Globalization and the Future of Democracy." Pp. 336-361 in *Global Social Change*, edited by C. Chase-Dunn and S. Babones. Baltimore, MD.: Johns Hopkins University Press.
- Lee, Ching Kwan. 2008. "Rights Activism in China." *Contexts* 7: 14-19.
- King, Brayden. 2009. "When Markets Become Contentious." *Contexts* 8: 34-39.
- Smith, Jackie and Dawn Wiest. 2006. "National and Global Foundations of Global Civil Society." Pp. 289-313 in *Global Social Change*, edited by C. Chase-Dunn and S. Babones. Baltimore, MD.: Johns Hopkins University Press.

**April 20**

Group Presentations 1-4

**April 25**

Group Presentations 5-8

**May 2**

**FINAL EXAM, MONDAY 9:00am-12:00pm**

**GUIDELINES:**

1. **Be on time.** I start class on time and I end class on time. Moreover, I take roll only once—at the beginning of class. Also, please do not leave class before it ends.
2. Unfortunately, I need to ask that students refrain from using laptop computers during class. I appreciate there are advantages to taking notes electronically. However, in the past far too many students have abused this to use their laptops for non-class reasons. Because there is no way to monitor who is using their laptop appropriately, I will ask that students take notes the old-fashioned way. If this creates undue difficulty for a student – especially in the case of a special need – I would be willing to consider exceptions to this rule.
3. Final grades are final. Relatedly, my record of students' attendance and absences is not open to debate.
4. Please turn off all cell phones.
5. I do not give make-up exams or give incomplete grades, except under the most extreme emergencies. If you encounter an emergency, you should contact me **before** the test is administered, and you must verify your emergency.
6. A great deal of this course involves class discussion. Please respect the "rules of good discussion". In particular, please consider the following: a) be good listeners to your fellow students (a democratic and open classroom necessitates a respectful environment); b) try to focus

your discussion on broader society, social theory and course concepts; c) discussion is usually more stimulating when many people are involved, thus I ask for your help in trying to get everyone to contribute; d) respect and welcome all political and ideological perspectives and give them fair and critical consideration.

7. Respect the Duke Community Standard:

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard: I will not lie, cheat, or steal in my academic endeavors; I will conduct myself honorably in all my endeavors; and I will act if the Standard is compromised.

I appreciate that the vast majority of students are very honest. To the few students who do not hold such ideals, I want to stress that cheating and plagiarism in any form will not be tolerated.

9. I cannot overemphasize the importance of regular class attendance. A substantial amount of each exam is based on lecture material that is not covered in the readings. Further, active class participation will be rewarded in the final grades!

10. Students with disabilities that may affect their ability to participate fully in the class or to complete all course requirements are encouraged to bring this to my attention promptly so that appropriate accommodations can be made. Students whose first language is not English should discuss any concerns with me. If students have conflicts related to University-sponsored events, it is your responsibility to inform me at the beginning of the semester and immediately before the day you will be absent. I am willing to accommodate these concerns, but **let me know ASAP**.

11. My notes will NOT be made available to students who miss class. The lecture material in this course is copyrighted and any reproduction of course notes for profit is strictly prohibited.

12. I will do my best to be straightforward and fair. Please feel free to approach me if you encounter any difficulties. I would be happy to help in any way. Students will find that I am a reasonable and straight-forward person, so long as students meet these course guidelines.