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, 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.

The composition of final grades and grading scale are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>28%</td>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>29%</td>
<td>B</td>
<td>80-90</td>
</tr>
<tr>
<td>Exam 3</td>
<td>31%</td>
<td>C</td>
<td>70-80</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>12%</td>
<td>D</td>
<td>70-60</td>
</tr>
<tr>
<td>Individual</td>
<td>9%</td>
<td>F</td>
<td>≤59</td>
</tr>
</tbody>
</table>

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 getting a sense of students’ participation. However, if you miss more than three classes, I deduct points from your final grade. Also, I take attendance into account when calculating borderline grades.

**READINGS:**

Students will want to purchase the following three books:


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

**CALENDAR OF TOPICS AND READINGS:**

**January 11**

Introduction

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

**January 18**

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

**January 23**

Neo-Marxism and Power

**January 25**

Neoliberalism
Harvey pp. 1-63

**January 30**

Theories of the State
Harvey pp. 64-86
February 1  
Global Inequality and Elites  
Harvey pp. 87-151

February 6  
Crises  
Harvey pp. 152-182  

February 8  
Workers and Labor  
Harvey pp. 183-206  

February 13  
EXAM 1

SECTION II: WEBER, INSTITUTIONS AND DEVELOPMENT

February 15  
Weber and Bureaucracy  

February 20  
Institutions and Economic Sociology  
Evans pp. 3-42

February 22  
States and Markets I  
Evans pp. 43-73  

February 27  
States and Markets II  
Evans pp. 74-127

February 29  
The Developmental State, Growth and Globalization  
Evans pp. 181-206, 227-250

March 5-7  
Spring Break!

March 12  
Institutions and the Varieties of Capitalism  

March 14  
Global Institutions  
March 19
State Failures

March 21 EXAM 2

SECTION III: EQUALITY AND DEMOCRACY

March 26
Poverty and Inequality in Affluent Democracies
Brady pp.3-22, 45-69

March 28
The Welfare State
Brady pp.70-120

April 2
Economic and Demographic Challenges of Rich Countries
Brady pp.121-181

April 4
Gender Equality

April 9
Democracy and Democratization

April 11
Democracy, Ethnic Conflict and War


April 16

Social Movements and Social Change


April 18

Group Presentations 1-3

April 23

Group Presentations 4-6

April 25

Group Presentations 7-9

May 2

**FINAL EXAM, WEDNESDAY 7:00pm-10:00pm**

**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 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 straightforward person, so long as students meet these course guidelines.