COURSE SYLLABUS
GLBL 199 -- Globalization and the Global Economy
Winter, 2021; 4 units -- REMOTE
Professor: Kristin E. Yarris, PhD, MA, MPH
keyarris@uoregon.edu

Class Meeting Days/Times**: Tuesdays & Thursdays, 2:15-3:30pm PST
**Class meetings held remotely via Zoom
Office Hours*: Tuesdays & Thursdays, 4:00-5:00pm PST; *Held remotely via Teams

Description
The aim of GLBL 199 Globalization and the Global Economy is to provide students of Global Studies with the analytical and conceptual tools needed to understand the international political economic system from critical, historical, and person-centered perspectives. The focus of this course is on the structure of the international economic order, particularly via supranational institutions such as the International Monetary Fund, the World Bank, and various other trade and development organizations. We will also examine the historical roots of the contemporary global economy as they lie in legacies of colonialism and post-colonialism and relations of debt and dependency. The perspective the course will take is on helping students understand the “rules of the global economic game,” that is to say, the structuring of macro-economic systems of trade, finance, and development. Students will be asked to consider how these structures reflect particular class and corporate interests while simultaneously leaving behind the interests of the global poor and other marginalized groups. Our perspective on international economy is therefore critical, which is to say, we don’t take as givens the rules of the economic order, but we examine them as social and historical products, reflecting particular interests, and therefore open to pressure and change. This perspective also allows us to examine the global economy from the perspectives of social movements, peasants, women, indigenous people, environmental sustainability, and other interests marginalized by current global economic relations. Therefore, part of our focus will be on the ways in which social movements are contesting the current global economic order and imagining alternatives for economic relations between nations and between peoples.

Learning Objectives
• Develop a deeper historical understanding of the roots of the global economy in systems of colonialism, debt, and dependency
• Identify the structures and actors that have shaped the current global economy
• Think critically about macro-economic processes, such as: international trade and debt; neoliberalism, structural adjustment, and austerity; the role of the state in managing economic crises; the gendered division of labor; the winners and losers of mainstream “development” models; climate collapse and environmental sustainability
• Critically assess the arguments of proponents and critics of economic globalization and global neoliberalism and learn about alternatives to current global economic relations
GRADING AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation in Tu &amp; Th classes &amp; activities</td>
<td>20 pts</td>
</tr>
<tr>
<td>Mid-term Quizzes (two quizzes, each worth 25pts)</td>
<td>50 pts</td>
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<tr>
<td>Group Project</td>
<td>20 pts</td>
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<tr>
<td>Group Project Reflection</td>
<td>5 pts</td>
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<tr>
<td>Final course assessment</td>
<td>5 pts</td>
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Participation

The Professor will track attendance for each Tu & Th class meeting in Zoom, with attendance and participation worth one point each class period. Students will be asked to take responsibility for in-class learning, engaging in activities facilitated by the Professor, including in-class research, discussion of readings and class materials, and other assignments in break-out rooms, which will be shared out with the entire class. All students will be granted two “free” class periods (e.g. unexcused absences without penalty) during the term. No other make up points will be offered for missed classes or participation and the Professor does not want to receive “excuses” from students for missed classes (e.g. doctors’ notes). With 1 point for each class period, this assignment is worth 20 possible points.

Mid-Term Quizzes

During Weeks 4 and 7, students will be given a chance to reflect on what they’ve learned so far in the course using short-answer written reflections, or “quizzes,” administered via Canvas. **Quiz 1 will cover materials from weeks one – four and will be administered on Tues., Feb. 2nd.**  
**Quiz 2 will cover materials from weeks five – eight and will be administered Tues. March 2nd.**  
Quizzes will be administered inside Canvas during the class meeting time each day (e.g. from 2:15-3:45pm) but will be written so as to be completed within a one hour time frame. Students wishing to request more time to complete their quizzes should contact AEC (see below) and reach out to the Professor in a timely way (e.g. the week before each assignment is scheduled) with a clear written request for their needed accommodation (e.g. exactly how much time is needed for the assignment). Each quiz will consist of some combination of multiple-choice, True/False, and short answer essay-type responses and will be worth 25 pts each for a total of 50 possible points.

Group Projects

During weeks nine and ten, students will work in small groups during and outside of class meeting times to develop research projects on topics relevant to our study of the global political economy. The purpose of the group project activity is to expand our knowledge of regional issues, national topics, and case studies relevant to contemporary global political economy and to give students an opportunity to delve deeper into these case studies, applying the knowledge of GPE they have gained through this course. Potential topics are below. Students wishing to pursue research on alternative topics may do so, but must receive approval for their project topic from the Professor by the end of week eight. Students will have to organize their work outside of class time on their own, delegating sections of the project, and making sure that the final product comes together in a coherent way. Each project should cover a brief history of the topic, the details of the case study, and its implications for our study of
global political economy. Students may present their research using any format they desire: a standard power point presentation, a recorded zoom presentation, an Instagram or Twitter or other social media page, a website, or a You Tube video. Students may use resources inside Canvas, such as Zoom or Panopto, to record their presentations. Presentations will be shared with the class during Thursdays of Week Ten and Finals Week in approx. 15-20-minute presentation slots. All students must attend class each day, Thursday, March 11th (2:15-3:45pm PST) and Thursday, March 18th (12:30-2:30pm PST), whether they are presenting, or participating as an audience member in other project presentations. **MARK YOUR CALENDARS NOW AND MAKE SURE YOU CAN ATTEND THESE CLASS PERIODS.**

**Each student will receive 20 points for participating in the final project and 5 points for writing a reflection on what they learned from the group project presentations on Canvas, due March 18th by 5:30pm PST.**

**Possible Project Topics:**
- Vaccines as global property; Coronavirus vax collaborations
- The History of Global AIDS response: Generic ARVs & contestations to TRIPS
- Redistributive possibilities: Argentina’s wealth tax to fund COVID economic crises
- Contesting Neoliberalism: Chile and the rise of a new Constitution
- The Debt Crisis in Puerto Rico: Consequences & Possibilities
- Neo-national responses to globalism: The case of BREXIT
- A case study of Austerity: Greece, the 2008 collapse, and social housing alternatives

-> Alternative project topics must be selected and approved by the Professor prior to week seven.

-> All project groups should meet or communicate with the Professor by the end of week eight, as Dr. Y. has resources for students working on each of these topical areas.

**Final Course Assessment** (See: [https://registrar.uoregon.edu/course-surveys](https://registrar.uoregon.edu/course-surveys))
For completing their written course assessment, (while anonymous), students will receive 5 pts.

**GRADING**
A standard rubric will be used to determine letter grades for this course (see below), although the Professor may modify this rubric in order to curve grades –curves will only be applied in students’ favor (e.g. so that an 89 would become an A- rather than a B+). Students concerned about letter grades are encouraged to take this course Pass/No Pass, if their circumstances permit. Students with a total score below 60 out of a 100 possible points will not pass the course. **Please note: no Incompletes will be given for this course.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>76-79 C+</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>72-75 C</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
<td>70-71 C-</td>
</tr>
<tr>
<td>82-85</td>
<td>B</td>
<td>66-69 D+</td>
</tr>
<tr>
<td>80-81</td>
<td>B-</td>
<td>60-65 D</td>
</tr>
<tr>
<td>below 60</td>
<td>F or No Pass</td>
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REQUIRED READINGS & COURSE MATERIALS
A selection of peer-reviewed academic articles and book chapters, along with film, digital media, popular media articles, and films, will be made available to students on the course Canvas page, open access websites, or via electronic access through UO Libraries free of charge (e.g. no purchased books are required for this course – this is in order to keep course costs down for students). All required materials are listed below under their corresponding week and will be organized in Canvas to the extent possible using the weekly Modules pages. Students are responsible for checking Canvas regularly, for finding remote learning help as needed (not from the Professor, but from tech or library services – see below), and for being prepared for each class meeting by reviewing the materials for that day’s class ahead of class meeting.

REMOTE LEARNING & TECHNICAL ASSISTANCE
For assistance with any remote-learning platform (Zoom, Canvas, Teams, E-resources through UO Libraries), your Professor is not your best resource (she barely figures these things out on her own!). Use resources available to you as a UO Student, for instance:
https://remote.uoregon.edu
https://is.uoregon.edu/remote
https://teams.microsoft.com/_

COMMUNICATING WITH YOUR PROFESSOR & OBTAINING SUPPORT
Professor Yarris receives oh too many emails every single day, and struggles to respond to all email correspondence. Your best mode of communication with Prof. Yarris is to stop by remote office hours in Teams, during the scheduled 4-5pm Tuesday & Thursday hours, or by appointment. You may also send e-mail through Canvas (using the Mail function in Canvas), and Dr. Y. will try to get back to you within one business day (e.g. if you e-mail at 4pm on Tuesday, you should expect a response by 4pm on a Wednesday). If you have urgent needs, e.g. for COVID-related healthcare assistance, for mental health or crisis intervention, or other student supports, you are encouraged to reach out to any of the resources for UO students below:
https://coronavirus.uoregon.edu/corona-corps
https://counseling.uoregon.edu
https://health.uoregon.edu/ducknest
https://advising.uoregon.edu

AEC & ACCOMMODATIONS
Dr. Y. is happy to accommodate any and all needs for access, equity, and inclusion during this course. Students should register with the Accessible Education Center as a first step. As a second step, students are responsible for communicating with Dr. Y. regularly throughout the course as to their needs for accommodations. For instance, for mid-terms and final exams or other assignments, students should e-mail Dr. Y. with clear requests for specific accommodations the week prior to the quiz or exam (e.g. how much time exactly is needed or alternative formats the students need course materials to be made available). Dr. Y. will do everything she is capable of to meet all students’ needs for accommodations.
https://aec.uoregon.edu
INCLUSION AND RESPECT
We are fortunate to be members of the learning community that is the University of Oregon, a place where we can come together to explore, challenge our ways of thinking, and gain new insights on the world around us. During these pandemic times of remote learning, Dr. Y. also appreciates that we are all facing added challenges and difficulties that require extra patience, empathy, and compassion. Professor Yarris asks all students in this course to approach the materials, their peers, and their professor with respect and integrity. Students who have concerns related to inclusion or respect are encouraged to talk with Dr. Y. in office hours.

WEEKLY SCHEDULE

Note: This syllabus is a work-in-progress and subject to modification. Revisions will be regularly posted on Canvas and announced in class meetings. Students should regularly check the Course Modules and Announcements pages on Canvas for updates on course readings, activities, and assignments each week.

WEEK ONE
Topics: Concepts, Actors, and Terminology: The International Monetary Fund and the World Bank; international governance, global democracy, and the rules of the global economic order
Tuesday:
1. Read: The syllabus carefully, know course expectations and technologies
2. Do: Make sure you can access course Canvas page, Teams for office hours, and UO tech support for needed remote learning assistance
3. Listen: To this interview with Professor Joseph Stiglitz: https://www.democracynow.org/2020/12/29/joseph_stiglitz_economic_crisis_stimulus_checks
4. Write: List the main concepts from the interview with Prof. Stiglitz that relate to global political economy (for Thursday’s class)

Thursday:
In Class: Working together, we will unpack these key ideas (from #4 above) and concepts and lay a foundation for our learning together this term
6. Do: Look up the websites of the IMF and World Bank, understand their scope, charge, history, governance, program areas, roles in the global economy

WEEK TWO
Topics: Historical Roots – Colonialism and Post-Colonialism, Slavery and the foundations of modern global capitalism
Tuesday:
3. Write: Your questions & reactions from the 1619 Podcast & the Galeano reading

Thursday:
5. Discuss: Comments, thoughts, reactions to Podcast & readings in class Thursday

**WEEK THREE**
*Topics: World Systems Theory; Debt, Dependency*

**Tuesday:**
2. Do: In-class, research world systems theory online & discuss with peers
4. Watch: Conversation with David Graeber and Maja Kantar. “Debt, Bullshit Jobs, and Political Organisation” (April 14, 2020) (@ 15 min Selection, start at @ 4:00), at: [https://www.youtube.com/watch?v=jr7o056jxug&t=437s](https://www.youtube.com/watch?v=jr7o056jxug&t=437s)

**Thursday:**
1. Watch: Film, *Life and Debt* (2003), Stephanie Black, Director
2. Discuss: questions, thoughts, and comments about the film in class

**WEEK FOUR**
*Topics: Neoliberalism, A Primer; Structural Adjustment and Austerity; Contestations*

**Tuesday:**
2. Discuss concepts, ideas, thoughts, questions about neoliberalism from Shah’s primer

**Thursday:**
Case Study: Argentina imagines alternatives
**WEEK FIVE**

**Topics:** Trade and Deficits; the WTO; TRIPS and intellectual property; the knowledge economy

**Tuesday Feb. 2nd:** Mid-Term Quiz 1 In Class

**Thursday:**
1. Read and investigate:
   [https://www.wto.org/english/tratop_e/trips_e/trips_e.htm#WhatAre](https://www.wto.org/english/tratop_e/trips_e/trips_e.htm#WhatAre)
2. OPTIONAL - Watch: Globalization I The Crash Course: [https://www.youtube.com/watch?v=5SnR-e0S6Ic](https://www.youtube.com/watch?v=5SnR-e0S6Ic)
3. Consider & Discuss: what is “intellectual property”? what about TRIPS in the context of vaccine development and the prevention of pandemics or infectious disease mortality? Who should govern or own “intellectual property”?

**WEEK SIX**

**Topics:** Gendered Divisions of Labor, Productive and Reproductive Labors, Global Care Chains

**Tuesday:**

**Thursday:**
5. Reflect/Write: What would it look like to value reproductive labor in the global economy?

**WEEK SEVEN**

**Topics:** Capitalism and the environment; Indigenous claims and land rights; extraction economies and alternatives; “Extinction Rebellion”

**Tuesday:**
2. TBD
Thursday:
4. Review/Research: The websites/social media pages of Extinction Rebellion, e.g. [https://extinctionrebellion.uk](https://extinctionrebellion.uk)
5. Reflect/Consider/Discuss: what are the possibilities and limitations of ER organizing and movements?

WEEK EIGHT
Topics: Critiques & Contestations: Things Fall Apart; The World Social Forum & The Occupy movement; “Another World Is Possible,” Imagining Alternatives to Global Capitalism

Tuesday:

Thursday:
2. Read/skim/understand: Review the history and analysis of the World Social Forum through some of the pieces archived at: [https://www.globalpolicy.org/component/content/article/174-advocacy/30733-world-social-forum.html](https://www.globalpolicy.org/component/content/article/174-advocacy/30733-world-social-forum.html)
4. Reflect/Write: What are some of the promises and possibilities, alongside the pitfalls and shortcomings, of the WSF and the Occupy Movement?

WEEKS NINE AND TEN: GROUP PROJECTS & PRESENTATIONS

Tuesday, March 2nd: Mid Term Quiz #2 In Class

Thursday, Week Nine (March 4th): Group Project Work

Tuesday, Week Ten (March 9th): Group Project Work
Thursday, Week Ten (March 11th): Group Project Presentations

Thursday, Finals Week (March 18th): Group Project Presentations