

INTL 4530 GLOBALIZATION AND DISTRIBUTIVE JUSTICE

MWF 12:40 pm – 1:30 pm in Caldwell Hall 102

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Office: IA Buiding (202 Herty Drive), Room B02**Office Hours:** Monday 2:00 pm – 4:00 pm and by appointment.**Course Description and Objectives**

It is an undeniable fact that we live in a globalized world. Initiatives such as the establishment of the World Trade Organization (WTO), the expansion of regional trade agreements like NAFTA and the European Union, and the rise of global supply chains exemplify the realities of globalization. But has globalization truly made the world and its people better off? This course examines whether globalization has alleviated inequalities between countries, how it has influenced disparities within countries, and how individuals and political systems have responded.

The course begins with discussions on the definitions of globalization and distributive justice. It then explores how two major theoretical traditions perceive the relationship between globalization and the development of countries. Subsequently, the course delves into how globalization has affected inequalities both between and within states, concluding with an analysis of how people and political systems have reacted to these economic outcomes.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Structure, Requirements, and Evaluation

1. Course Format

Everyone learns differently, and I sincerely appreciate each student who is at a different point in their learning journey. Therefore, this course is largely driven by student engagement. There will be fewer traditional lectures, and we will focus more on applying the material through case studies, discussions, and various activities. To ensure the success of this course and to maximize your learning, **active participation and engagement are essential. You are expected to come to class prepared, having completed the readings for each week.**

This course consists of 13 topic modules (Modules 1 to 8, 10 to 12, and 14 to 15) and four executive modules (Modules 0, 9, 13, and Module 16). Each topic module starts on Monday, and we will discuss the topic during the following Wednesday and Friday classes. The specific plan for the topic modules is as follows:

- **Mondays:** These will be open lab days. You are expected to complete the required readings through **Perusall**, a collaborative reading platform. There will be no in-class activities on Mondays, but you can work on the week’s readings and required assignments individually or in small groups.
- **Wednesdays and Fridays:** We will have brief lectures to recap the key points of the module’s topic. Most of the class time will be dedicated to discussing the module’s discussion questions and participating in in-class activities.

2. Grading Structure

A	93-100	C+	77-79.99
A-	90-92.99	C	73-76.99
B+	87-89.99	C-	70-72.99
B	83-86.99	D	60-69.99
B-	80-82.99	F	0-59.99

3. Course Evaluation

Assignment	% of Final Grade	Due Date
Perusall Reading Reflections	15%	Every Wednesday 9:00 am (EST)
Attendance & Participation	15%	
Syllabus Quiz	5%	January 17 th (Fri) 6:00 pm (EST)
Group Debate	<i>Debate Peer</i>	5%
	<i>Evaluation Instructor</i>	10%
	<i>Debate Memo</i>	15%
Movie and Book Review	20%	Apr 4 th (Fri) 6:00 pm (EST)
Final Wrap-Up Quiz	15%	April 28 th (Mon)

- **Perusall Reading Reflections:**

Perusall is a collaborative reading platform that enhances engagement with required readings. Using this program, you will collaboratively annotate the readings with your classmates and sometimes with me. As you read, you'll receive rapid answers to your questions, help others resolve their queries, and provide feedback to help me make our class time more productive. Take advantage of this assignment to make the readings your own and deepen your understanding of the material.

Your goals in annotating each reading are to engage points in the readings, stimulate discussion by posting good questions or comments, and help others by answering their questions. You can add and update some facts that the reading might be missing, but when you cite information, you need to reference the source of it in your annotation. To this end, the program will evaluate your annotations and suggest a grade based on quality, timeliness, quantity, and distribution.

You should sign up and register on our course Perusall page using the course code: **CHOI-XCMNR**.

- **Attendance & Participation:**

I will check your attendance at the beginning of class. The quality of classes is determined by your attendance and participation. I will give you **two freebies** for the attendance. You can miss two classes with no questions asked. For each additional class missed, no matter what the reason, you will lose your points. If you have extenuating reasons for missing classes, make sure to contact me **in advance of the class that you are going to miss**. Ex-post notification will never be accepted.

- **Syllabus Quiz:**

This quiz aims to check whether you understand the key points to remember about course design. Additionally, there are some short-answer questions about yourself (e.g., your preferred name, pronouns, personal goals for the course, etc.). There are no right or wrong answers, and you will receive points for these questions once you have answered them. The goal of these questions is to provide me with more information about you so that I can adapt the class to enhance your achievements.

- **Group Debate:**

On March 14th (Friday) and April 21st (Monday), there will be student debates. You will participate as a panelist in one debate (affirmative or negative) and as a jury in the other. The instructor will play the moderator. The specific debate rules will be posted on eLC.

- Debate Topic #1 (3/14): Is the capitalist world system inherently exploitative of developing countries?
- Debate Topic #2 (4/21): Does globalization benefit more people than it harms?

- **Movie and Book Review:**

In this assignment, you will select **one book** and **one movie** from the provided list and write a comprehensive review connecting their shared themes to a core topic of the course. Your review should analyze how the chosen book and movie approach issues of globalization, inequality, justice, or systemic challenges, reflecting the broader discussions from our class. This assignment is worth 15% of your final grade and the submission deadline is **April 4th (Fri) 6:00 pm (EST)**. The specific guidelines of the assignment will be posted on eLC.

Books (choose one):

- *The Tyranny of Merit: What's Become of the Common Good?* by Michael Sandel
- *The Divide: A Brief Guide to Global Inequality and Its Solutions* by Jason Hickel
- *Globalization and Its Discontents* by Joseph Stiglitz
- *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* by Daron Acemoglu and James A. Robinson

Movies (choose one):

- *The Big Short* (2015)
- *Nomadland* (2020)
- *Parasite* (2019)
- *I, Daniel Blake* (2016)

- **Final Wrap-Up Quiz:**

The final Wrap-up quiz covers readings, lecture materials, in-class discussions, and activities. It comprehensively evaluates your understanding of the entire course. The exam will include a combination of multiple-choice, true/false, fill-in-the-blanks, and short-answer questions. The exam will be open-book, and a review session will be provided beforehand.

Course Statements and Policies

1. Academic Honesty

Keeping academic honesty is very important for a member of academia. Plagiarism or cheating will never be tolerated. As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "[A Culture of Honesty](#)," which is the University's policy and procedures for handling cases of suspected dishonesty. You should be academically honest in all of your academic work and not tolerate the academic dishonesty of others.

2. Attendance Policy

You are expected to attend class regularly and on time. Arriving late or leaving early without prior notification to the instructor may result in a reduction of your total course points. As mentioned above, attendance and participation will be monitored by the instructor and reflected in your final grade.

3. Accommodations for Disabilities

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

4. Communication and Email Etiquette

I will keep you updated about the course and any changes to the syllabus through the “**Announcements**” board on the class ELC page.

- To register for “Announcement Notifications,” click on your name in the upper right-hand corner of the class ELC page > Notifications > Scroll down to “Instant Notifications” > Check the boxes for “Announcements.”
- You can choose to have notifications sent to you by email or text message.

I can respond quickly and effectively to your emails if you clearly identify in your emails the important issues you want to discuss.

- Before emailing me, please check the syllabus and the announcements page of the ELC site first to ensure your question has not already been addressed.
- Please use proper email etiquette, including my name in the opening and your name in the closing. For further guidance, see <https://www.wikihow.com/Email-a-Professor>.
- Use your UGA email account and include your course number in the subject line. UGA instructors are not allowed to respond to emails from students who use non-UGA accounts (e.g., Gmail, Yahoo, etc.)
- Sign your name as it appears in the course enrollment—sometimes, the UGA email header does not include your full name.
- During the workweek, I generally respond to emails within 24-48 hours. On weekends, I do not check emails. Please do not expect a response until the beginning of the workweek.

5. Late Submission and Make-Up Procedures for Assignments and Exams

Make sure to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. **All assignments will automatically lock after the time at which they are due, and no late submission will be accepted.** This is to keep the consistency and fairness of the class. **If you have extenuating needs for the late submissions of assignments or the make-up for the exams, you need to request them in advance of the deadline, and your request should be confirmed by me before the deadline.** Even if you send an email to ask for an extension or makeup the exam right before the due date, if I cannot check the email and respond to you back, it is assumed that you did not get permission from me about the extension and make-up exam. So please contact me earlier!

6. UGA Well-Being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>

Course Schedule

Module 0 Welcome to the course

Jan 6 (Mon)

Optional but Highly Recommended Reading:

- Hoover-Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” https://calgara.github.io/Pol157_Spring2019/howtoread.pdf.

Part 1

Introduction and Concepts

Module 1 What is Globalization?

**Jan 8 (Wed),
Jan 10 (Fri)**

Required Readings:

- Nye, J. S., & Keohane, R. (2000). Globalization: What’s new? What’s not?(And so what?). *Foreign Policy*, 118(1), 104-120.
- Bartelson, J. (2000). Three concepts of globalization. *International Sociology*, 15(2), 180-196.
- Al-Rodhan, N. R., & Stoudmann, G. (2006). Definitions of globalization: A comprehensive overview and a proposed definition. *Program on the geopolitical implications of globalization and transnational security*, 6(1-21).
- Martens, P., & Zywiets, D. (2006). Rethinking globalization: a modified globalization index. *Journal of International Development*, 18(3), 331-350.

Key Dates:

- Jan 8 (Wed) 9:00 am (EST) – Module 1 Perusall Reading Reflection (Optional)

Module 2 What is Justice (specifically distributive justice)?

**Jan 13 (Mon),
Jan 15 (Wed),
Jan 17 (Fri)**

Required Readings:

- Cook, K. S., & Hegtvedt, K. A. (1983). Distributive justice, equity, and equality. *Annual review of sociology*, 9(1), 217-241.
- Hinsch, W. (2001). Global distributive justice. *Metaphilosophy*, 32(1-2), 58-78.
- Caney, S. (2001). International distributive justice. *Political Studies*, 49(5), 974-997.
- Caney, S. (2008). Global distributive justice and the state. *Political Studies*, 56(3), 487-518.

- Minow, M. (2021). Equality vs. equity. *American Journal of Law and Equality*, 1, 167-193.

Key Dates:

- Jan 15 (Wed) 9:00 am (EST) – Module 2 Perusall Reading Reflection
- Jan 17 (Fri) 6:00 pm (EST) – Syllabus Quiz

Part 2 Theory: Whether Globalization is Helpful for Development?

Module 3 Liberal Capitalism and Neoliberalism

**Jan 20 (Mon),
Jan 22 (Wed),
Jan 24 (Fri)**

Required Readings:

- Doyle, M. W. (1986). Liberalism and world politics. *American political science review*, 80(4), 1151-1169.
- Heron, T. (2008). Globalization, neoliberalism and the exercise of human agency. *International Journal of Politics, Culture, and Society*, 20(1), 85-101.
- Williamson, J. (2009). A short history of the Washington Consensus. *Law & Bus. Rev. Am.*, 15, 7.
- Freeman, S. (2011). Capitalism in the classical and high liberal traditions. *Social Philosophy and Policy*, 28(2), 19-55.
- Kotz, D. M. (2002). Globalization and neoliberalism. *Rethinking Marxism*, 14(2), 64-79.

Key Dates:

- Jan 20 (Mon) – Martin Luther King Jr. Day (**No class**)
- Jan 22 (Wed) 9:00 am (EST) – Module 3 Perusall Reading Reflection

Module 4 The Capitalist World System and “Development”

**Jan 27 (Mon),
Jan 29 (Wed),
Jan 31 (Fri)**

Required Readings:

- Wallerstein, Immanuel. (1979). *The Capitalist World-Economy*. New York: Cambridge University Press. **Chapter 1** “The rise and future demise of the world capitalist system: concepts for comparative analysis”
- Cardoso, Fernando Henrique, and Enzo Faletto. (1979). *Dependency and Development in Latin America*. Berkeley: University of California Press. **Preface**
- Caporaso, J. A. (1980). Dependency theory: continuities and discontinuities in development studies. *International Organization*, 34(4), 605-628.

- Rodrik, D. (2006). Goodbye Washington consensus, hello Washington confusion? A review of the World Bank's economic growth in the 1990s: learning from a decade of reform. *Journal of Economic literature*, 44(4), 973-987.
- Tausch, A. (2010). Globalisation and development: the relevance of classical 'dependency' theory for the world today. *International Social Science Journal*, 61(202).

Key Dates:

- Jan 29 (Wed) 9:00 am (EST) – Module 4 Perusall Reading Reflection

Part 3 Globalization and Global Distributive Justice

Module 5 Origins of Global Inequality

**Feb 3 (Mon),
Feb 5 (Wed),
Feb 7 (Fri)**

Required Readings:

- Diamond, Jared M. (2005). *Guns, Germs, and Steel: the Fates of Human Societies*. New York: Norton. **Preface.**
- Peet, R. (1999). Review of *The Wealth and Poverty of Nations: Why Some are so Rich and Some so Poor*, by D. Landes. *Annals of the Association of American Geographers*, 89(3), 558–560. <http://www.jstor.org/stable/2564501>
- Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail : The origins of power, prosperity, and poverty*. The Crown Publishing Group. **Chapter 3** “The Making of Prosperity and Poverty”
- David, S. L. (1995). Why are we so rich and they so poor?. In *Developing Areas* (pp. 74-85). Routledge.

Key Dates:

- Feb 5 (Wed) 9:00 am (EST) – Module 5 Perusall Reading Reflection

Module 6 Implementing Global Distributive Justice? – Trade and FDI

**Feb 10 (Mon),
Feb 12 (Wed),
Feb 14 (Fri)**

Required Readings:

- Moellendorf, D. (2005). The world trade organization and egalitarian justice. *Metaphilosophy*, 36(1-2), 145-162.
- Pavcnik, N. (2017). *The impact of trade on inequality in developing countries* (No. w23878). National Bureau of Economic Research.

- Nguyen, M. L. T., & Bui, T. N. (2021). Trade openness and economic growth: A study on Asean-6. *Economies*, 9(3), 113.
- Kosack, S., & Tobin, J. (2006). Funding self-sustaining development: The role of aid, FDI and government in economic success. *International organization*, 60(1), 205-243.
- Reiter, S. L., & Steensma, H. K. (2010). Human development and foreign direct investment in developing countries: the influence of FDI policy and corruption. *World development*, 38(12), 1678-1691.
- Nwaogu, U. G., & Ryan, M. J. (2015). FDI, foreign aid, remittance and economic growth in developing countries. *Review of Development Economics*, 19(1), 100-115.

Key Dates:

- Feb 12 (Wed) 9:00 am (EST) – Module 6 Perusal Reading Reflection

**Module 7 Implementing Global Distributive Justice?
– Aid and Debt Relief**

**Feb 17 (Mon),
Feb 19 (Wed),
Feb 21 (Fri)**

Required Readings:

- Alesina, A., & Dollar, D. (2000). Who gives foreign aid to whom and why?. *Journal of economic growth*, 5, 33-63.
- Rajan, R. G., & Subramanian, A. (2008). Aid and growth: What does the cross-country evidence really show?. *The Review of economics and Statistics*, 90(4), 643-665.
- *Once more into the breach: Does foreign aid work?* (n.d.). Brookings. from <https://www.brookings.edu/articles/once-more-into-the-breach-does-foreign-aid-work/>
- Easterly, W. (2001). Debt relief. *Foreign Policy*, 20-26.
- Chauvin, N. D., & Kraay, A. (2007). Who gets debt relief?. *Journal of the European Economic Association*, 5(2-3), 333-342.

Key Dates:

- Feb 19 (Wed) 9:00 am (EST) – Module 7 Perusal Reading Reflection

Module 8 Are Global Institutions and Governances Effective?**Feb 24 (Mon),
Feb 26 (Wed),
Feb 28 (Fri)**

Required Readings:

- Mahbubani, K. (2013, February 9). *Why the United Nations Is Kept Weak*. The Globalist. <https://www.theglobalist.com/why-the-united-nations-is-kept-weak/>
- *International organizations and the crisis of legitimacy*. (n.d.). openDemocracy. from <https://www.opendemocracy.net/en/openglobalrights-openpage/international-organizations-and-crisis-of-legitimacy/>
- Stiglitz, J. E. (2018, August 20). Meet the ‘Change Agents’ Who Are Enabling Inequality. *The New York Times*. <https://www.nytimes.com/2018/08/20/books/review/winners-take-all-anand-giridharadas.html>
- Stockman, F. (2020, December 17). Opinion | The W.T.O. Is Having a Midlife Crisis. *The New York Times*. <https://www.nytimes.com/2020/12/17/opinion/wto-trade-biden.html>

Key Dates:

- Feb 26 (Wed) 9:00 am (EST) – Module 8 Perusal Reading Reflection

Module 9 Spring Break**Mar 3 (Mon),
Mar 5 (Wed),
Mar 7 (Fri)**

Key Dates:

- Mar 3 – Mar 7 – Spring Break (**No classes**)

Module 10 Globalization’s Winners and Losers & Debate I**Mar 10 (Mon),
Mar 12 (Wed),
Mar 14 (Fri)**

Required Readings:

- Pavcnik, N. (2011). Globalization and within-country income inequality. In *Making globalization socially sustainable* (pp. 233-259). WTO iLibrary.
- Jaumotte, F., Lall, S., & Papageorgiou, C. (2013). Rising income inequality: technology, or trade and financial globalization?. *IMF economic review*, 61(2), 271-309.
- Dorn, F., Fuest, C., & Potrafke, N. (2022). Trade openness and income inequality: New empirical evidence. *Economic Inquiry*, 60(1), 202-223.

- *Rising inequality: A major issue of our time.* (n.d.). Brookings. from <https://www.brookings.edu/articles/rising-inequality-a-major-issue-of-our-time/>
- *Study: Globalization Has Boosted Income Inequality.* (n.d.). US News & World Report. from [//www.usnews.com/news/articles/2017-05-08/globalization-boosted-income-inequality-study-says](https://www.usnews.com/news/articles/2017-05-08/globalization-boosted-income-inequality-study-says)
- *Is a globalized world a less equal world?* (n.d.). from <https://www.aeaweb.org/research/globalization-income-inequality-trade-policy>
- *How economic globalisation affects income inequality (news article).* (n.d.). Wiiw.Ac.At. from <https://wiiw.ac.at/n-431.html>

Key Dates:

- Mar 12 (Wed) 9:00 am (EST) – Module 10 Perusall Reading Reflection
- Mar 14 (Fri) – Debate I

Part 4 Globalization, Redistribution, and People’s Attitudes

Module 11 Redistribution Preferences

**Mar 17 (Mon),
Mar 19 (Wed),
Mar 21 (Fri)**

Required Readings:

- Dion, M. L., & Birchfield, V. (2010). Economic development, income inequality, and preferences for redistribution. *International Studies Quarterly*, 54(2), 315-334.
- Alt, J., & Iversen, T. (2017). Inequality, labor market segmentation, and preferences for redistribution. *American Journal of Political Science*, 61(1), 21-36.
- Dimick, M., Rueda, D., & Stegmueller, D. (2018). Models of other-regarding preferences, inequality, and redistribution. *Annual Review of Political Science*, 21(1), 441-460.
- Aldama, Abraham and Bicchieri, Cristina and Freundt, Jana, Perceived Inequality and Policy Preferences (December 2021). Available at SSRN: <https://ssrn.com/abstract=3977175> or <http://dx.doi.org/10.2139/ssrn.3977175>

Key Dates:

- Mar 19 (Wed) 9:00 am (EST) – Module 11 Perusall Reading Reflection

Module 12 Globalization and Weakening Welfare State

**Mar 24 (Mon),
Mar 26 (Wed),
Mar 28 (Fri)**

Required Readings:

- Noël, A., & Thérien, J. P. (1995). From domestic to international justice: The welfare state and foreign aid. *International organization*, 49(3), 523-553.
- Rudra, N. (2002). Globalization and the decline of the welfare state in less-developed countries. *International Organization*, 56(2), 411-445.
- Genschel, P. (2004). Globalization and the welfare state: a retrospective. *Journal of European Public Policy*, 11(4), 613-636.
- Kymlicka, W., & Banting, K. (2006). Immigration, multiculturalism, and the welfare state. *Ethics & International Affairs*, 20(3), 281-304.
- Midgley, J. (2007). Perspectives on globalization, social justice and welfare. *J. Soc. & Soc. Welfare*, 34, 17.
- Brady, D., & Finnigan, R. (2014). Does immigration undermine public support for social policy?. *American sociological review*, 79(1), 17-42.

Key Dates:

- Mar 26 (Wed) 9:00 am (EST) – Module 12 Perusall Reading Reflection

Module 13 Movie and Book Review Week

**Mar 31(Mon),
Apr 2 (Wed),
Apr 4 (Fri)**

Key Dates:

- Apr 2 (Wed) – Instructor’s Conference Travel (**No class**)
- Apr 4 (Fri) – Instructor’s Conference Travel (**No class**)
- Apr 4 (Fri) 6:00 pm (EST) – Movie and Book Review Submission Deadline

Module 14 Globalization Backlash? – Nationalism and Populism

**Apr 7 (Mon),
Apr 9 (Wed),
Apr 11 (Fri)**

Required Readings:

- Hirst, P., & Thompson, G. (1995). Globalization and the future of the nation state. *Economy and society*, 24(3), 408-442.
- Wolf, M. (2001). Will the nation-state survive globalization. *Foreign Affairs.*, 80, 178.

- Roudometof, V. (2014). Nationalism, globalization and glocalization. *Thesis Eleven*, 122(1), 18-33.
- Rodrik, D. (2017). *Populism and the economics of globalization* (No. w23559). National Bureau of Economic Research.
- Obstfeld, M. (2021). Globalization and nationalism: Retrospect and prospect. *Contemporary Economic Policy*, 39(4), 675-690.
- Zhou, Y. R. (2022). Vaccine nationalism: contested relationships between COVID-19 and globalization. In *Post-Covid Transformations* (pp. 82-97). Routledge.

Key Dates:

- Apr 9 (Wed) 9:00 am (EST) – Module 14 Perusall Reading Reflection

Module 15 Alter-Globalization

**Apr 14 (Mon),
Apr 16 (Wed),
Apr 18 (Fri)**

Required Readings:

- de Sousa Santos, B. (2008). The World Social Forum and the global left. *Politics & Society*, 36(2), 247-270.
- Steger, M. B., & Wilson, E. K. (2012). Anti-globalization or alter-globalization? Mapping the political ideology of the global justice movement. *International Studies Quarterly*, 56(3), 439-454.
- Calhoun, C. (2013). Occupy wall street in perspective. *British journal of sociology*, 64(1), 26-38.
- Pleyers, G. (2013). A Brief History of the Alter-Globalization Movement. *Books & Ideas*. <https://booksandideas.net/A-Brief-History-of-the-Alter>
- Saval, N. (2017, July 14). *Globalisation: The rise and fall of an idea that swept the world*. The Guardian. <https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world>
- Gibson, M. R. (2019). The Failure of the State and the Rise of Anarchism in Contemporary Anti-systemic Praxis. *New Proposals: Journal of Marxism and Interdisciplinary Inquiry*, 10(1), 43-57.

Key Dates:

- Apr 16 (Wed) 9:00 am (EST) – Module 15 Perusall Reading Reflection

Module 16 Final Wrap Up & Debate II

**Apr 21 (Mon),
Apr 23 (Wed),
Apr 25 (Fri)**

Key Dates:

- Apr 21 (Mon) – Debate II
- Apr 23 (Wed) – Final Wrap Up Session
- Apr 25 (Fri) – **No class**
- Apr 28 (Mon) – Classes End & **Final Wrap-up Quiz**