

INTL 4530 GLOBALIZATION AND DISTRIBUTIVE JUSTICE

MWF 11:30 am – 12:20 pm in MLC 247

Minjin Choi
minjinchoi@uga.edu

Office: IA Buiding (202 Herty Drive), Room B02

Office Hours: M, 10:00 am – 11:00 am, 12:40 pm – 2:00 pm, and by appointment.

Course Description and Objectives

Globalization has transformed how we live, work, and relate to one another. From the creation of institutions like the World Trade Organization (WTO) to the expansion of regional blocs such as NAFTA and the European Union, and the integration of global supply chains, the world has become more interconnected than ever before. Yet this deepening connectivity has not affected all people—or all countries—equally. While some have prospered, others have been left behind. In recent years, the promises of globalization have come under increasing scrutiny, giving rise to populist backlashes, protectionist policies, and mounting anti-globalization sentiment across many democracies.

This course interrogates a central question: Has globalization made the world more just and equitable, or has it exacerbated existing inequalities and produced new forms of exclusion? We begin by unpacking what globalization means and how it intersects with different notions of distributive justice. We then explore two major theoretical approaches to globalization and development, followed by empirical investigations into how globalization has reshaped inequalities—both between countries and within them. Finally, we examine the political and social responses to these transformations: how individuals, movements, and political systems have reacted to the uneven impacts of globalization, often with nativist or nationalist turnarounds that challenge its very foundations.

By the end of the course, students will be equipped to critically analyze the structural logics of globalization, assess its distributive consequences, and engage with key contemporary debates about justice, inequality, and the future of the global order.

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 17 modules. Each module starts on Friday, and we will discuss the topic during the following Monday and Wednesday classes. The specific plan for the topic modules is as follows:

- **Fridays:** These will be open lab days. You are expected to complete the required readings, other materials, and online discussions on eLC. There will be no in-class activities on Fridays, but you can work on the week's requirements individually or in small groups.
- **Mondays and Wednesdays:** 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	Deadline
eLC Discussions	15%	Every Monday 9:00 am (ET)
Attendance & Participation	15%	
Syllabus Quiz	5%	August 27 th (Wed) 6:00 pm (ET)
Group Debate	<i>Debate</i> 5%	Debate I – Oct 8 th (Wed) Debate II – Nov 24 th (Mon)
	<i>Peer Evaluation</i> 5%	
	<i>Instructor Debate Memo</i> 10%	
Classics in Conversation	10%	Sep 15 th (Mon) 9:00 am (ET) Sep 22 nd (Mon) 9:00 am (ET) Nov 10 th (Mon) 9:00 am (ET) Nov 17 th (Mon) 9:00 am (ET)
Reel to Real – Critical Film Review	20%	December 1 st (Mon) 6:00 pm (ET)
Final Wrap-Up Quiz	15%	December 2 nd (Tue) in class

- **eLC Discussions:**

Students are expected to participate in weekly eLC discussions. Each module includes assigned readings and multimedia materials. After completing the materials, students must write a brief reflection of approximately 100 words summarizing the key points of the week's content. In addition to the summary, students should respond to the following prompts:

1. What is one new thing you learned this week?
2. What concept or issue are you still unsure about, or would like to explore further?
3. Propose a discussion question that could be addressed during class.

Weekly eLC posts are due every **Monday by 9:00 AM**. Timely and thoughtful participation is essential for fostering meaningful in-class discussions.

- **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:**

You will participate in one of two structured debates during the semester. Each student will serve as a **panelist** (either on the affirmative or negative team) for one debate, and as a **jury member** for the other. The instructor will act as the moderator. Detailed debate instructions and rubrics will be posted on eLC.

Debate 1 – October 8 (Wednesday): *Does globalization benefit more people than it harms?*

Debate 2 – November 24 (Monday): *Is deglobalization a viable and desirable alternative to globalization?*

Participation in both debates (as a panelist and a jury member) is mandatory. Prepare to engage with the assigned readings and bring critical perspectives to the discussion.

- **Classics in Conversation:**

In this recurring assignment, you will engage directly with a series of classic texts that have shaped global debates on the origins of inequality and possible paths toward a more just world. These books are widely recognized not only as influential works in political science and the broader social sciences, but also as important contributions to public discourse.

During four key modules in the course, you will be asked to **read an entire book** rather than selected excerpts. For each of these modules, you are required to submit a **one-page, single-spaced reflection paper** by **Monday at 9:00 AM (ET)**. These reflections will form the basis for our class discussions.

1. **Module 5:** *Guns, Germs, and Steel* by Jared Diamond
2. **Module 6:** *Why Nations Fail* by Daron Acemoglu and James A. Robinson
3. **Module 13:** *Progress and Poverty* by Henry George
4. **Module 14:** *Capital in the Twenty-First Century* by Thomas Piketty

- **Reel to Real - A Critical Film Review:**

In this assignment, you will choose one film from the list below and write a critical review analyzing how it engages with one or more core themes of the course—such as globalization, inequality, justice, or systemic challenges.

Your task is not simply to summarize the film, but to examine how it reflects or critiques broader societal structures. Use specific scenes or characters to support your argument, and connect your analysis to key concepts, debates, or readings from the class.

If you would like to write about a different film that you believe is strongly connected to the core themes of this course, you must receive prior approval from the instructor. Please email your request **at least two weeks before the deadline**, clearly explaining your rationale for the alternative choice.

This assignment is worth **20% of your final grade**, and the submission deadline is **Monday, December 1st, 6:00 PM (ET)**. Detailed guidelines will be posted on eLC.

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

Aug 13 (Wed)

Optional but Highly Recommended Reading:

- Hoover-Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” https://calgara.github.io/Pol1157_Spring2019/howtoread.pdf.

Part 1

Introduction and Concepts

Module 1 What is Globalization?

**Aug 15 (Fri),
Aug 18 (Mon),
Aug 20 (Wed)**

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:

- Aug 18 (Mon) 9:00 am (ET) – Module 1 eLC Discussion

Module 2 What is Justice (specifically distributive justice)?

**Aug 22 (Fri),
Aug 25 (Mon),
Aug 27 (Wed)**

Required Readings:

- Cook, K. S., & Hegtvedt, K. A. (1983). Distributive justice, equity, and equality. *Annual review of sociology*, 9(1), 217-241.
- Caney, S. (2001). International distributive justice. *Political Studies*, 49(5), 974-997.

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

Key Dates:

- Aug 25 (Mon) 9:00 am (ET) – Module 2 eLC Discussion
- Aug 27 (Wed) 6:00 pm (ET) – Syllabus Quiz

Part 2 Theory: Whether Globalization is Helpful for Development?

Module 3 Liberal Capitalism and Neoliberalism

**Aug 29 (Fri),
Sep 1 (Mon),
Sep 3 (Wed)**

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:

- Sep 1 (Mon) – Labor Day (**No class**)
- Sep 3 (Wed) 9:00 am (ET) – Module 3 eLC Discussion

Module 4 The Capitalist World System and “Development”

**Sep 5 (Fri),
Sep 8 (Mon),
Sep 10 (Wed)**

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”
- 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:

- Sep 8 (Mon) 9:00 am (ET) – Module 4 eLC Discussion

Part 3 Globalization and Global Distributive Justice

Module 5 Origins of Global Inequality I

**Sep 12 (Fri),
Sep 15 (Mon),
Sep 17 (Wed)**

Required Readings:

- Diamond, Jared M. (2005). *Guns, Germs, and Steel: the Fates of Human Societies*. New York: Norton.

Optional Readings:

- 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>
- David, S. L. (1995). Why are we so rich and they so poor?. In *Developing Areas* (pp. 74-85). Routledge.

Key Dates:

- Sep 15 (Mon) 9:00 am (ET) – Classics in Conversation I – *Guns, Germs, and Steel*

Module 6 Origins of Global Inequality II

**Sep 19 (Fri),
Sep 22 (Mon),
Sep 24 (Wed)**

Required Readings:

- Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail : The origins of power, prosperity, and poverty*. The Crown Publishing Group.

Optional Readings:

- 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>
- David, S. L. (1995). Why are we so rich and they so poor?. In *Developing Areas* (pp. 74-85). Routledge.

Key Dates:

- Sep 22 (Mon) 9:00 am (ET) – Classics in Conversation II – *Why Nations Fail?*

Module 7 Implementing Global Distributive Justice?

**Sep 26 (Fri),
Sep 29 (Mon),
Oct 1 (Wed)**

Required Readings:

- Pavcnik, N. (2017). *The impact of trade on inequality in developing countries* (No. w23878). National Bureau of Economic Research.
- 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.
- 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.
- Chauvin, N. D., & Kraay, A. (2007). Who gets debt relief?. *Journal of the European Economic Association*, 5(2-3), 333-342.

Key Dates:

- Sep 29 (Mon) 9:00 am (ET) – Module 7 eLC Discussion

Module 8 Are Global Institutions and Governances Effective? & Debate I

**Oct 3 (Fri),
Oct 6 (Mon),
Oct 8 (Wed)**

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:

- Oct 6 (Mon) 9:00 am (ET) – Module 8 eLC Discussion
- Oct 8 (Wed) – Debate I

Module 9 Globalization’s Winners and Losers

**Oct 10 (Fri),
Oct 13 (Mon),
Oct 15 (Wed)**

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 <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:

- Oct 13 (Mon) 9:00 am (ET) – Module 9 eLC Discussion

Part 4 Globalization, Redistribution, and People's Attitudes

Module 10 Redistribution Preferences

Oct 17 (Fri),
Oct 20 (Mon),
Oct 22 (Wed)

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:

- Oct 20 (Mon) 9:00 am (ET) – Module 10 eLC Discussion

Module 11 Globalization and Weakening Welfare State

Oct 24 (Fri),
Oct 27 (Mon),
Oct 29 (Wed)

Required Readings:

- 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.
- Brady, D., & Finnigan, R. (2014). Does immigration undermine public support for social policy?. *American sociological review*, 79(1), 17-42.

Key Dates:

- Oct 27 (Mon) 9:00 am (ET) – Module 11 eLC Discussion

Module 12 Globalization Backlash? – Nationalism and Populism

**Oct 31 (Fri),
Nov 3 (Mon),
Nov 5 (Wed)**

Required Readings:

- 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:

- Oct 31 (Fri) – Fall Break (**No class**)
- Nov 3 (Mon) 9:00 am (ET) – Module 12 eLC Discussion

Module 13 Justice After Globalization I

**Nov 7 (Fri),
Nov 10 (Mon),
Nov 12 (Wed)**

Required Readings:

- George, H. (1884). *Progress and poverty: An inquiry into the cause of industrial depressions, and of increase of want with increase of wealth, the remedy*. W. Reeves.

Optional 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:

- Nov 10 (Mon) 9:00 am (ET) – Classics in Conversation III – *Progress and poverty*

Module 14 Justice After Globalization II

**Nov 14 (Fri),
Nov 17 (Mon),
Nov 19 (Wed)**

Required Readings:

- Piketty, T. (2014). *Capital in the twenty-first century*. Harvard University Press.

Optional 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:

- Nov 17 (Mon) 9:00 am (ET) – Classics in Conversation IV – *Capital in the twenty-first century*

Module 15 Debate II

**Nov 21 (Fri),
Nov 24 (Mon),
Nov 26 (Wed)**

Key Dates:

- Nov 24 (Mon) – Debate II
- Nov 26 (Wed) – Thanksgiving Break (**No class**)

Module 16 Final Wrap Up

**Nov 28 (Fri),
Dec 1 (Mon),
Dec 2 (Tue)**

Key Dates:

- Nov 28 (Fri) – Thanksgiving Break (**No class**)
- Dec 1 (Mon) – Final Wrap Up Session
- Dec 1 (Mon) 6:00 pm (ET) – Film Review Submission Deadline
- Dec 2 (Tue) – Classes End & **Final Wrap-Up Quiz**