

**SOCIOLOGY 15: WORLD SOCIETY**  
**UC Santa Cruz**  
**Summer Session 2, 2019**  
**Aida Mukhareh**

**Class:** Tuesdays & Thursdays 1:00–4:30pm, Social Sciences 2 Room 141

**Office:** Rachel Carson College 326.

**Office Hours:** Tuesday 3:45 – 4:45 at Terra Fresca Coffee & **generously by appointment.**

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*To plant the tree of tomorrow, that is what we want. We know that in these frenetic times of “realistic” politics, of fallen banners, of polls substituting for democracy, of neoliberal criminals who call for crusades against what they are hiding and what feeds them, of chameleon-like metamorphoses, saying we want to plant the tree of tomorrow sounds foolish and crazy; but nevertheless, to us it is not a phrase born of drama or obsolete utopianism.*

*We know all that, and nevertheless, that is what we want... The tree of tomorrow is a space where everyone is, where the other knows and respects the other others, and where the false light loses its last battle. If you pressed me to be precise, I would tell you it is a place with democracy, liberty and justice: that is the tree of tomorrow. – Subcomandante Marcos*

## **COURSE DESCRIPTION**

This course takes an alternative approach to thinking about world history. Our aim will be to develop our sociological imaginations and to do so while moving through key historical moments in world histories: pre-European hegemony, racial capitalism, colonialism, the ‘Third World’ political project and anti-colonial struggles, and neoliberalism.

In weaving together these histories, we will explore questions such as: What is the connection between history and sociology, and why might history matter to sociological inquiry? How has the difference between the ‘West and the rest’ emerged? Why and how have some countries developed while others were pushed aside? What has been the impact of colonialism on international development? Are appropriation and dispossession central to the makings of the contemporary world as we know it? How have people around the world continued to resist and struggle against structures of power? What kinds of solidarities and movements might be or are being fashioned today?

This class will encourage you to critically analyze the role of historical-structural processes so that we may more deeply understand and – potentially – address conditions of local, national, and global inequality. We will also attempt to develop a more comprehensive understanding of global historical processes of development and underdevelopment, by addressing the experiences, struggles, and events of peoples in parts of the world beyond Europe and the US.

## **COURSE GOALS & LEARNING OUTCOMES**

- Our main goal will be to collectively engage our sociological imaginations in connecting contemporary inequalities to histories of oppression, plunder, and struggle.
- Students will learn to critically analyze historical processes, while developing a deeper understanding of the processes of colonialism, (under)development, imperialism, neoliberalism, militarism, and resistance. Students will also develop their ability to critically apply these concepts in their writing.
- Students will develop their sociological reading and writing skills by learning to draw out the text's main thesis/purpose/argument, and will use their emerging familiarity with the argument(s) being made to articulate their own viewpoints.
- Students will actively engage in close readings of historical and theoretical texts and apply these insights to contemporary inequalities.

## **REQUIRED COURSE MATERIAL**

All the readings will be available as PDF's on our course Canvas page.

**Please print or download the readings each week**, as it is important for you to develop your skills in annotating the texts (underlining, circling concepts, bracketing key sections, jotting down notes). This will help you bring interesting points or questions with you to class discussions.

I also expect you to **bring the readings with you to each class session**, whether hard-copy (printed out) or soft-copy (on your laptop). If you have any trouble doing so, please let me know as soon as possible so we can figure out a solution together.

## **GRADING**

Attendance & Participation – 25%

Reading Responses (5 total) – 25%

Writing Assignment # 1- 25%

Writing Assignment #2 – 25%

Extra-Credit assignments (5 total) – 1% point each

## **GRADING EXPECTATIONS**

### **1) Attendance & Participation (25%)**

This class will primarily be discussion-based. Our learning will be collaborative which means that we will need every class member's participation in discussion as we grapple with complicated readings and ideas. Therefore, attendance and participation are mandatory: absences will drive your final grade down.

I also expect you to come to class prepared having done the readings. Even if you struggle through the readings, try to at least read through each assigned reading once, and to come to class with your questions, concerns, and reflections and ready to engage in dialogue. I know that engaging in discussions can also be difficult, but I hope that we can all do our part in creating a supportive space in which we can honestly and meaningfully engage with one another about the readings and their relevance for current affairs.

## **2) Five Weekly Reading Responses (25%)**

**Due every Thursday by 12pm noon, before our class, on Canvas.**

To help you prepare for class, each student will be required to write **five short critical/analytical memos (300 words) throughout the course**. The key part of this writing exercise is to engage analytically with the texts of each week. In other words, you will need to draw on both readings and: 1) lay out the author's main points or argument, 2) discuss some of his/her key concepts and their place in the argument, and 3) explore what's at stake in the argument.

This critical analysis and engagement with the reading should constitute the majority of your memo. You should then draw on this analysis to raise meaningful questions and/or reflect on what you find interesting and politically/philosophically relevant about the text, your concerns with the reading or the assumptions behind it, or how it helps you think about current events globally.

## **3) Two Take-Home Writing Assignments (25% Each)**

- *Please note that the following prompts are subject to change. If I make any changes, I will inform you well in advance.*

### **a. Writing Assignment #1 (3-4 pages, double-spaced, 12 pt Times New Roman font)**

**Due Saturday, August 10 by midnight (week 2), on Canvas.**

Your task: Locate 3 articles from a major U.S. or European news source (CNN, BBC, New York Times, The Guardian, Fox News, etc.) that deal with a particular issue (health, economic, socio-political, geopolitics, war, refugees, immigration, protests, etc.) in a 'non-Western' country/city/region, and analyze it using some concepts from class.

In your introduction, tell us about the particular issue you have selected, and why it is important. Also give a short road map for your paper (first, I will look at x, second I will breakdown y, and third I will analyze these articles to show...). For the rest of the paper, the breakdown should look like this:

1. **First, you will need to give a short 1-2 paragraph breakdown of some of Stuart Hall's key ideas** (e.g., what he means by 'discourse', 'representing the other' or stereotyping, and the construction of 'the West versus the Rest' discourse).
2. **Second, you will draw on Rodney's concept of underdevelopment or Cesaire's *Discourse on Colonialism* to discuss the impact of colonialism on formerly colonized places and peoples.**
3. **Third, you will draw out some key themes or patterns from the news articles you selected and analyze** how these discourses (language, words, ideas, images) around them in the article might be tied to the discourse of 'the West and the Rest', stereotypes, or representation, *and* how these inequalities or issues discussed might be tied to longer colonial legacies of underdevelopment and exploitation. You can also compare the articles if they have different perspectives (not required).

*\*Please bring work-in-progress outline and your selected news articles to workshop on Thursday of Week 2.*

**b. Writing Assignment # 2 (4-6 pages, double-spaced, 12 pt Times New Roman font).**

**Due Saturday, August 31 by midnight (week 5), on Canvas.**

In this assignment, you will explain neoliberalism and then consider the ways that people (including yourself!) might imagine different futures.

**Part 1** – First, explain neoliberalism using primarily David Harvey's article, "*Neoliberalism as Creative Destruction*" (you can also use Prashad's reading from **Week 4** for additional details). Lay out the **main ideas behind neoliberalism** as a political-economic practice, and some of the key **processes, institutions, and policies** involved. (~ 2 pages).

**Part 2** – Use at least one of the chapters from Prashad's book *Darker Nations* from **Week 4** (Kingston will be the most helpful, but you can also use Singapore or Mecca) to examine how neoliberal policies have impacted countries in the 'Third World'. Consider how neoliberal policies and institutions impact social, political, and economic development and the local populations. Further, you can examine which actors are benefiting from the imposition of neoliberal policies, and lay out whose interests are being served (~1-2 pages).

**Part 3-** In this final section, you should use either/both of the readings from **Week 5** (Prashad's *Poorer Nations* & Subcommandante Marcos *The Fourth World War Has Begun*) to tell us why revolts/social movements have emerged in response to neoliberalism from the 1990's onwards. Here, you should examine how social movements from the Global South 1) aim at

challenging key ideas, policies, and institutions of neoliberalism, 2) develop alternatives principles for development and justice, and 3) the limitations they might face. (1~2 pages).

**Part 2.5 \*\*\*** *For 5 bonus points, use Kwame Nkrumah's supplemental reading on Neo-Colonialism, to explain how neoliberalism might be said to have colonial origins (i.e, how neoliberalism continues processes of domination and exploitation that were developed under colonialism). Please note that you will only be given the 5 points if you draw out the key argument, define the concept of neo-colonialism, and make clear connections between Nkrumah's piece and the case study of neoliberalization that you already analyzed in part 2. A surface or passing mention of neo-colonialism won't suffice for these bonus points. Remember that this is for extra-credit/bonus points, so it is not required.*

#### **4) Extra-Credit assignments (5 total) – 1% point each**

**Due every Sunday by midnight.**

I want to give you a chance to earn some extra points, and to think about how what we are learning might be extremely relevant to current events. For your extra-credit report, I ask you to watch one segment each week from the Real News Network ([www.therealnews.com](http://www.therealnews.com)).

Pick and **watch at least one segment** about an international issue on the Real News Network, and **write a 300-word report** (please include the word count). In your report, lay out the key points that are made in each segment, and connect it to at least one key concept or idea raised in our class. Always include the name and title of the news segment in your report, and make sure you are watching segments that are relevant to an international context.

#### **WRITING SUPPORT**

**I have deliberately chosen to not include a midterm exam or final exam for this class.** My reasoning behind this is that exams just cause you all anxiety, and a better way for you to comprehend and engage the material is having the time to work through it in your writing. Since both of your main writing assignments will be take-home, **I really, really encourage you to utilize the [one on one 1-Hour scheduled writing appointments](#) available to students this summer.** This summer, students will be able to schedule in person or online (via Zoom) appointments. You can sign up 1- Hour appointments on [Slug Success](#), or you can contact the Learning Support Services office at 831-459-4333 or email [lss@ucsc.edu](mailto:lss@ucsc.edu). I really encourage you to utilize this important and free service, as strengthening your writing will help your grade and will be a huge benefit to you in the long-run.

**Please see the following link for more information on how to sign-up:**

<https://lss.ucsc.edu/programs/writing-support/sign-up-for-writingtutoring.html>

#### **PARTICIPATION & LATE ASSIGNMENT POLICY**

1. Reading theoretical and historical texts can be difficult. At the same time, I aim to make this class a space in which we can think of the ways that reading can be exciting,

pressing, and relevant. Our classes will be broken down into two parts: the first half will include a brief lecture on the material; the second half will include a collective engagement in close-readings, but most of our learning will come from interactive activities and discussions. I recognize that speaking in front of a large group can be anxiety provoking, but I hope that you will try to think with the group during our discussions. If you do not at all feel comfortable talking in class, please schedule appointments to meet with me regularly so that we can talk through your thoughts around the material.

2. Because I have given you the due dates in advance, you are responsible for planning your time accordingly. At the same time, I understand that life circumstances come up. If you are facing an emergency, please reach out to me as soon as possible so that we can determine how to move forward. I am here to help you succeed in this class.
3. To dispute any grade, please write up 300 words about why you think your grade deserves to be changed, and then set up an appointment with me in office hours.

## NOTES ON COMMUNICATION & OTHER IMPORTANT INFORMATION

1. **Come to my office hours**, whether or not you are struggling in this class. I would love to talk with you about anything that you want to have a conversation about! I am also happy to set up an appointment outside office hours, on- or off-campus.
2. **Feel free to be in email communication with me at any time**, but please give me at least 24 hours to respond on a weekday or a bit longer on weekends. If you have not heard back from me by then, don't hesitate to send a brief follow-up/reminder email!
3. **Students with disabilities who may need accommodations:** I am fully committed to holding an inclusive and accessible space for each and every one of my students. I am willing and open to learning the many ways I can best support you through this class. If you need an accommodation based on a disability, please come talk to me in office hours or by appointment. Please submit your Accommodation Authorization Letter from the Disability Resource Center to me as soon as possible, preferably by the first two weeks of class. I also encourage any student who may benefit from learning more about the DRC's services to contact the DRC at 831-459-2089 or [drc@ucsc.edu](mailto:drc@ucsc.edu).
4. **Plagiarism/Academic dishonesty:** Anytime you use someone's words or your ideas as your own without a citation to source, that is plagiarism. Plagiarism is a serious violation, and I take the matter very seriously. Students who plagiarize can receive an F in the course and will be reported to the college administration.  
Whenever you use someone else's ideas, whether it is the author of the text at hand or an outside source, cite them! A good rule of thumb is that anything more than 3 consecutive words from any other source should include a citation to source. Ideas paraphrased from another source should also include a citation to source. It is important to demonstrate that you are engaging with thinkers/scholars who came before you, and that you are drawing on their insights to form your own analysis. We will devote time in-class to talking about this, but please take the time to read through the following: 1) <https://guides.library.ucsc.edu/citesources/plagiarism> (to familiarize yourself with what

constitutes plagiarism), 2) [https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct) (to understand the consequences for academic dishonesty). **When in doubt, please do reach out.**

5. **TITLE IX:** Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1.



## **READING SCHEDULE**

### **WEEK 1 – UNLEARNING HISTORY**

#### **Day 1 (7/30):**

- Hall, Stuart. (1992) “The West and the Rest: Discourse and Power”, in *The Formations of Modernity*, eds. Gieben, B. and Hall, S. Polity Press. [Pp. 185-225; 40 pages]

#### **Day 2 (8/1) (Response Paper Due at Noon):**

- Abu-Lughod, Janet L. (1991). Introduction: Studying a System in Formation, in *Before European Hegemony: The World System AD 1250-1350*. Oxford University Press. [pp. 3-38; 35 pages]

### **WEEK 2 – COLONIALISM & UNDERDEVELOPMENT**

#### **Day 1 (8/6):**

- Davis, Angela (2018). Walter Rodney's legacy (foreword). Versobooks.com
- Rodney, Walter (2018/1972). *How Europe Underdeveloped Africa*. Verso. Excerpts:
  - Ch. 1 – Some Questions on Development [pp. 13-28; 15 pages]
  - Ch. 6 – Colonialism as a System for Underdeveloping Africa. [Pp. 205- 238; 32 pages]

#### **Day 2 (8/8) (Response Paper Due at Noon):**

- Césaire, Aimé. (1972/1955). "*Discourse on Colonialism*". Pages [31-78; 47 pgs] *or possibly shorter excerpt*

*\*In-Class Documentary: Black Power (BBC)\**

#### **Writing Assignment #1 Due (8/10)**

### **WEEK 3 – THE ‘THIRD WORLD’ POLITICAL PROJECT(S)**

#### **Day 1 (8/13)**

- Prashad, Vijay (2008). *The Darker Nations: A People's History of the Third World*. New York: The New Press. Introduction [pp. xi – xix, Paris: A concept conjured [3-15] [18 pgs]

#### **Day 2 (8/15) (Response Paper Due at Noon):**

- Fanon, Frantz (2007/1961). On Violence, in *The Wretched of the Earth*. [pp. 1-62; 61 pgs]

*\*In-Class Documentary: Concerning Violence\**

- Recommended Supplemental Reading (might assist you in the final Writing Assignment): Kwame Nkrumah – Neo-Colonialism: The Last Stage of Imperialism (excerpts available on Canvas)

## **WEEK 4 – “THE CONTEMPORARY STRUCTURE OF PLUNDER”**

**Day 1 (8/20):**

- Harvey, David (2007). Neoliberalism as Creative Destruction, *ANNALS AAPSS* [pp. 22-43; 21 pgs]

**Day 2 (8/22) (Response Paper Due at Noon):**

- Prashad, Vijay (2008). *The Darker Nations: A People’s History of the Third World*. The New Press. Chapters: Kingston; Singapore; Mecca; & Conclusion [pp. 224 - 281; 57 pgs]

*\*In-Class Documentary: Life & Debt\**

## **WEEK 5 – CONTEMPORARY INTERNATIONALISM(S) & IMAGINING DIFFERENT FUTURES** (*Readings subject to change*)

**Day 1 (8/27):**

- Prashad, Vijay (2013). A Dream History of the Global South, in *The Poorer Nations: A Possible History of the Global South*. Verso. [pp. 219-240; 21 pages]

**Day 2 (8/29) (Response Paper Due at Noon):**

- Subcommandante Marcos - The Fourth World War Has Begun [14 pages]

**Writing Assignment #2 Due (8/31)**