Instructor: Dr. Andrew K Jorgenson  
Office: BEH S, Room 404  
Phone: 801-581-8093  
Email: andrew.jorgenson@soc.utah.edu  
Office Hours: By appointment

Course Summary and Objectives

This graduate-level seminar is structured as an overview of contemporary theoretical orientations and empirical research of relevance for comparative international sociology. The course is the foundational seminar for the sociology department’s “CIS” area of specialization. Thus, we will engage and evaluate some of the most prominent contemporary theories and representative empirical assessments on numerous CIS-related topics.

In general, the course emphasizes three central points. First, sociology is inherently comparative (broadly defined). Second, sociological questions are most appropriately evaluated empirically. Third, macro-comparative inquiries are a cornerstone of the discipline. Within this general framework it is possible to employ a variety of methods to study a wide range of macro-sociological issues in comparative perspective, such as development, different forms of stratification, labor & work, global cities, global elites, environmental degradation, health & well-being, poverty, and education.

Course Requirements and Grading

1. Students are required to write a paper that will be due at the end of the semester. A topic proposal (no more than a paragraph) must be submitted to and approved by me by the 7th week of class. I encourage you to choose a topic of direct interest that could possibly assist you in preparation for your area exam, MA thesis, or dissertation research. We will discuss the specific requirements of the paper a few weeks into the semester. This paper is worth 40% of your final grade.

2. Students are required to submit weekly 1-2 page critical reaction papers associated with the assigned readings. The reaction papers are due by 2 PM the day before class (via email). Overall, these short weekly papers are worth 25% of your final grade.

3. Students will take turns (in small groups TBD) facilitating weekly discussions of the assigned readings (ONLY THE BOOKS). We will discuss the specifics of this requirement and make some scheduling decisions the first week of class. Overall, this requirement is worth 25% of your final grade.

4. General participation is worth 10% of your final grade.
Required Books (available at the campus bookstore EXCEPT BRADY, 2009)


- All additional required readings are either available online (published journal articles) or from the instructor (unpublished manuscripts and book chapters).

Class Policies and Student Responsibilities

Students and faculty at the University of Utah are obligated to behave in accordance with the ordinances of the University. The Student Code (or Students’ Rights and Responsibilities) is located on the Web at:

http://www.admin.utah.edu/ppmanual/8/8-10.html

You are encouraged to review this document. All of the rights and responsibilities applicable to both the student and the faculty member will be observed during the semester.
Academic Integrity and Plagiarism

Academic misconduct, including plagiarism, is a serious offense. The following regarding academic integrity and plagiarism is taken from the University of Utah’s Student Code:

“Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

a. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

c. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

The Student Code states that academic misconduct can be sanctioned in the following ways:

“Academic sanction” means a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student’s degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

Faculty Responsibilities

As the instructor for the course, I will:

• Convene classes unless valid reason and notice given
• Perform and return evaluations in a timely manner
• Inform you of:
  1. General course content
  2. Course activities
  3. Course evaluation methods
  4. Course grading scale
  5. Course schedule of meetings, topics, and due dates.
• Ensure that the class environment is conducive to learning. This includes limiting student use of cell phones, reading newspapers during class, talking during class, arriving late and leaving early and other disruptive behavior.

Other faculty rights and responsibilities are further detailed online:
http://www.admin.utah.edu/ppmanual/8/8-12-4.html

**Americans with Disabilities Act (ADA)**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
COURSE SCHEDULE

WEEK 1, AUG 25
Course Introductions

WEEK 2, SEP 1
Gilpin, Robert. 2001. *Global Political Economy*. Read chapters 1-6, 8

WEEK 3, SEP 8

WEEK 4, SEP 15

The following readings are all short reprints in Mitchell Seligson and John Passe-Smith (eds) 2003 *Development and Underdevelopment: The Political Economy of Global Inequality*. Rienner Press.
- W.W. Rostow: “5 Stages of Growth”
- Alex Inkles and David H. Smith: “Becoming Modern”
- Lawrence Harrison: “Underdevelopment is a State of Mind”


WEEK 5, SEP 22
WEEK 6, SEP 29


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WEEK 7, OCT 6


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WEEK 8, OCT 13 – HOLIDAY

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WEEK 9, OCT 20


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WEEK 10, OCT 27


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WEEK 11, NOV 3


Jorgenson, Andrew K., Christopher Dick, and John Shandra. World Economy, World Society, and Environmental Harms in Less-Developed Countries.” Unpublished manuscript.

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WEEK 12, NOV 10


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WEEK 13, NOV 17


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**WEEK 14, NOV 24**


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**WEEK 15, DEC 1**


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**WEEK 16, DEC 8**