

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number 177  
Action Approved  
Date 1-28-93

UWUCC Use Only  
Number 92-43  
Action App  
Date 4/20/93  
Senate App 5/4/93

I. TITLE/AUTHOR OF CHANGE  
COURSE/PROGRAM TITLE World Societies and World Systems  
DEPARTMENT Sociology-Anthropology  
CONTACT PERSON Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. THIS COURSE IS BEING PROPOSED FOR:  
 Course Approval Only  
 Course Approval and Liberal Studies Approval (Revision)  
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS  
Miriam Chaiken  
Department Curriculum Committee  
[Signature]  
College Curriculum Committee  
CD LaHalle 1-28-93  
Director of Liberal Studies  
(where applicable)

Thomas M. [Signature]  
Department Chairperson  
[Signature] 2/1/93  
College Dean\*  
Provost  
(where applicable) No New Resources Required.

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE  
Date Submitted to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_  
Semester/Year to be implemented \_\_\_\_\_  
Date to be published in Catalog \_\_\_\_\_  
Spring 1994

Description of Curricular Change

SO 337 World Societies and World Systems

3 credits

Prerequisite: One of the following: AN 110, EC 101 or 121, GE 230, HI 202, PS 101, PS 282, or SO 151.

Detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the 16th century and that has since expanded to include the entire globe. Topics include: societies during the preindustrial era; the emergence of modern capitalism in the 16th century; relations between developed and less developed societies in the modern world; the ascent and decline of nation-states in the modern world; the current plight of the Third World; the rise and demise of socialism in the 20th century; and various scenarios for the human future.

Description of Curricular Change

SO 337 World Societies and World Systems 3 credits  
Prerequisite: One of the following: AN 110, EC 101 or 121, GE 230, HI 202, PS 101, PS 282, or SO 151.

Detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the 16th century and that has since expanded to include the entire globe. Topics include: societies during the preindustrial era; the emergence of modern capitalism in the 16th century; relations between developed and less developed societies in the modern world; the ascent and decline of nation-states in the modern world; the current plight of the Third World; the rise and demise of socialism in the 20th century; and various scenarios for the human future.

Old Catalog Description

SO 237 World Societies and World Systems 3 credits

Prerequisites: None.

Detailed analysis of the evolution of human societies with emphasis on the evolution of the modern world network of societies that began to emerge in the 16th century and that is continuing at a rapid pace today. Of special concern are 1) the economic and political relationships that integrate the diverse societies of the world into a vast economic and political world-system; 2) the reasons for pronounced differences in economic status and political power among the world's societies; and 3) the shifting economic and political fortunes of individual societies within the modern world-system.

Description of Proposed Changes

The title is unchanged. The course description has been rewritten for greater clarity and informativeness. The number is being changed from 237 to 337. Prerequisites have been added.

Justification for Changes

The course is being taught at too high a level to carry a 200 number. The old course had no prerequisites, but it is now felt that one or more prerequisites will be useful.

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Department of Sociology-Anthropology  
Indiana University of Pennsylvania  
Indiana, Pennsylvania 15705

SOCIOLOGY 237  
WORLD CULTURES  
(WORLD SOCIETIES AND WORLD SYSTEMS)

Spring, 1991

COURSE SYLLABUS

I. General Information

Professor: Dr. Stephen Sanderson

Office & Hours: 120 Keith Hall, phone 357-2732

TR, 11:15-12:15 AM; Wed., 9:30-12:30

II. Reading Materials

Required:

1. Thomas Richard Shannon, An Introduction to the World-System Perspective. Boulder, Colo.: Westview Press, 1989.
2. Daniel Chirot, Social Change in the Modern Era. San Diego: Harcourt Brace Jovanovich, 1986.
3. Peter L. Berger, The Capitalist Revolution: Fifty Propositions about Prosperity, Equality, and Liberty. New York: Basic Books, 1986.
4. A few articles and book chapters and pages on library reserve.

Recommended:

Stephen K. Sanderson, Macrosociology: An Introduction to Human Societies. 2nd edition. New York: HarperCollins, 1991.

(Chapters 4-12, 15, 20.) (Two copies of this book are on library reserve.)

III-A. Course Content

The aim of this course is to understand something about the evolution of human societies throughout world history, with a particular focus on the modern world capitalist economy that began to develop in Europe in the sixteenth century and that has subsequently expanded to cover the entire globe. The course will be a mixture of theoretical analysis and description. A great deal of attention will be given to theory early in the course. The main line of theorizing to which you will be introduced is what is known as "world-system theory." Once the leading concepts and



principles of this theoretical approach have been established, we will begin using them to understand the evolution of the modern world, and the way in which many diverse societies are interrelated within this world, especially in the 20th century.

Apart from an introductory and a concluding lecture, the course is divided into three main segments. The first segment (about 2 weeks) will discuss so-called preindustrial or precapitalist societies: hunting and gathering bands, horticultural and pastoral tribes and chiefdoms, and agrarian states and civilizations. These are societies that have traditionally been studied by anthropologists and historians.

The second part of the course (about 3 weeks) will focus on the basic concepts and principles of world-system theory and will look at the evolution of the capitalist world-economy in Western Europe from the sixteenth to the nineteenth centuries. It will also attempt to understand why this type of economic system originally arose when and where it did.

The third part of the course will take up slightly more than half the semester. As already noted, it will apply world-system theory to understanding the modern world in the 20th century, focusing in particular on questions of political economy and class stratification and inequality. Considerable attention will be given to how various nation-states are tied together into a web of economic and political interdependence. The analysis will proceed to a large extent through the detailed examination of selected nation-states. We will look at several advanced industrial capitalist societies (the United States, England, and Japan), the Soviet Union and the Eastern European state socialist societies, two semi-industrialized capitalist countries (South Africa and Brazil), and several very poor countries (especially in Africa). Of special interest will be the so-called Newly Industrialized Countries, or NIC's -- South Korea, Taiwan, Hong Kong, and Singapore -- and the reasons for the spectacular development they have experienced in recent decades. Also, those underdeveloped countries that have adopted one or another variety of socialism will be examined (especially China and Cuba, but also perhaps Nicaragua, Vietnam, and North Korea).

The course will conclude with a lecture that focuses on the relationship between capitalism, ecological degradation, and warfare; it asks whether the human species is likely to survive much longer and, if so, under what circumstances.

III-B. Course Structure

I will plan to lecture most of the time, but I also hope that we will have a fair amount of class discussion, and perhaps some debate. A course like this, focused as it is on topics of immense relevance to the lives of each and every one of us, should certainly be able to provoke a lot of discussion, debate, and controversy.

IV. Examinations

There will be three essay exams, the final included. Each will count 25% of the final grade.

V. Written Paper Assignment

You are to write an analytical paper of 8-10 double-spaced typewritten pages on Peter Berger's The Capitalist Revolution. The paper should highlight Berger's main arguments and contrast them with the ideas presented in lectures and in the other reading materials. Further instructions for preparing this paper are contained in the large document of guidelines for papers that has been provided to you. It is desirable to get an early start on this paper; in any event, the document of guidelines contains the due dates for the first and final drafts of this paper.

VI. Grading

Your three examinations and your term paper each count as 25% of your final grade. I use a straight percentage system of grading as follows:  
85% and above = A; 75-84% = B; 65-74% = C; 50-64% = D; below 50% = F.

VII. Course Outline and Reading Assignments

<u>Week</u>	<u>Topic/Assignment</u>
1: Tuesday Thursday	Course Introduction Some Background Concepts & Theories (Chirot, ch. 1)
2: Tuesday Thursday	Precapitalist Systems: Bands & Tribes Precapitalist Systems: Chiefdoms
3: Tuesday Thursday	Precapitalist Systems: Agrarian Civilizations Precapitalist Systems: Agrarian Civilizations (cont'd)
4: Tuesday Thursday	Marx on Capitalism World-System Theory (Shannon, chs. 1-2)
5: Tuesday Thursday	World-System Theory (cont'd) (Shannon, chs. 5-7) Emergence and Expansion of the Capitalist World-Economy, 1500-1900 (Shannon, ch. 3; Chirot, chs. 3-4)
6: Tuesday Thursday	Explaining the Transition to Capitalism (Chirot, ch. 2; Sanderson, "Evolution of Societies and World-Systems"; Sanderson, <u>Macrosociology</u> , pp. 147-54) FIRST HOUR EXAM
7: Tuesday Thursday	The Capitalist World-Economy in the 20th Century: Overview (Shannon, ch. 4; (Chirot, ch. 5) The Core: The United States -- From Semiperipheral State to Hegemonic Power to Reaganism (Chirot, pp. 160-63, 194-205, 223-30, 233-44)
8: Tuesday Thursday	The Core: England -- From "Workshop of the World" to Thatcherism The Core: Japan -- Eastern Capitalist Giant (Chirot, pp. 124-26, 158-59, 244-47)
9: Tuesday Thursday	Introduction to Theories of Underdevelopment (Chirot, pp. 208-23; reread Shannon, pp. 2-8, 11-13, 15-18, 130-33) The Semiperiphery: South Africa -- Gold, Class Struggle, and Apartheid (Ndabezitha and Sanderson, "Racial Antagonism and the Origins of Apartheid in the South African Gold Mining Industry")

- 10: Tuesday  
Thursday  
NO CLASS (Monday classes meet)  
The Semiperiphery: Latin America (especially Mexico and Brazil) (Chirot, pp. 183-85, 251-55)
  
- 11: Tuesday  
Thursday  
The Semiperiphery: The East Asian NIC's (Chirot, pp. 247-51, 255-56)  
SECOND HOUR EXAM
  
- 12: Tuesday  
Thursday  
The Periphery (Chirot, ch. 7 and pp. 256-61)  
The Periphery (cont'd)
  
- 13: Tuesday  
Thursday  
The Soviet Union & Eastern Europe: Socialism or Semiperipheral Capitalism? (Chirot, pp. 147-54 and ch. 10; reread Shannon, pp. 107-11, 157-60)  
The Soviet Union & Eastern Europe (cont'd)
  
- 14: Tuesday  
Thursday  
The Socialist Response to Underdevelopment: China and Cuba (Chirot, pp. 186-89, 275-78)  
The Socialist Response to Underdevelopment: The Rest
  
- 15: Tuesday  
Retrospect and Prospect: The Question of Progress and the Future of the World (Sanderson, Macrosociology, ch. 20)



Department of Sociology-Anthropology  
Indiana University of Pennsylvania  
Indiana, Pennsylvania 15705

SOCIOLOGY 237  
WORLD SOCIETIES AND WORLD SYSTEMS

Fall, 1992

COURSE SYLLABUS

I. General Information

Professor: Dr. Stephen Sanderson

Office & Hours: 120 Keith Hall, phone 357-2732

TR, 11:30-12:30 AM; Wed., 9:30-12:30

II. Reading Materials

1. Stephen K. Sanderson, Macrosociology: An Introduction to Human Societies. 2nd edition. New York: HarperCollins, 1991.
2. Thomas Richard Shannon, An Introduction to the World-System Perspective. Boulder, Colo.: Westview Press, 1989.
3. Peter L. Berger, The Capitalist Revolution: Fifty Propositions about Prosperity, Equality, and Liberty. New York: Basic Books, 1986.

III-A. Course Content

The aim of this course is to understand something about the evolution of human societies throughout world history, with a particular focus on the modern world capitalist economy that began to develop in Europe in the 16th century and that has subsequently expanded to cover the entire globe. The course will be a mixture of theoretical analysis and description. A great deal of attention will be given to theory early in the course. The main line of theorizing to which you will be introduced is what is known as "world-system theory." Once the leading concepts and principles of this theoretical approach have been established, we will begin using them to understand the evolution of the modern world, and the way in which many diverse societies are interrelated within this world, especially in the 20th century.

Apart from one introductory and two concluding lectures, the course is divided into three main segments. The first segment (about 2 weeks) will discuss so-called preindustrial or precapitalist societies: hunting and gathering bands, horticultural and pastoral tribes and chiefdoms, and agrarian states and civilizations. These are societies that have traditionally been studied by anthropologists and historians.

The second part of the course (about 3 weeks) will focus on the basic concepts and principles of world-system theory and will look at the evolution of the capitalist world-economy in Western Europe from the sixteenth to the nineteenth centuries. It will also attempt to understand why this type of economic system originally arose when and where it did.

The third part of the course will take up slightly more than half the semester. As already noted, it will apply world-system theory to understanding the modern world in the 20th century, focusing in particular on questions of political economy, class stratification, and other forms of inequality. Considerable attention will be given to how various nation-states are tied together into a web of economic and political interdependence. The analysis will proceed to a large extent through the detailed examination of selected nation-states. We will look at several advanced industrial capitalist societies (the United States, England, and Japan), the former Soviet Union and the Eastern European state socialist societies, two semi-industrialized capitalist countries (South Africa and Brazil), and several very poor countries (especially in Africa). Of special interest will be the so-called Newly Industrialized Countries, or NIC's -- South Korea, Taiwan, Hong Kong, and Singapore -- and the reasons for the spectacular development they have experienced in recent decades.

The course will conclude with a discussion of the pros and cons of capitalism as an economic and social system, and a lecture that focuses on the relationship between capitalism, ecological degradation, and warfare. This lecture asks whether the human species is likely to survive much longer and, if so, under what circumstances.

### III-B. Course Structure

I will plan to lecture most of the time, but I also hope that we will have a fair amount of class discussion, and perhaps some debate. A course like this, focused as it is on topics of immense relevance to the lives of each and every one of us, should certainly be able to provoke a lot of discussion, debate, and controversy.

### IV. Examinations

There will be three essay exams, the final included. Each will count 25% of the final grade.

### V. Written Paper Assignment

You are to write an analytical paper of 8-10 double-spaced typewritten pages on Peter Berger's The Capitalist Revolution. The paper should highlight Berger's main arguments and contrast them with the ideas presented in lectures and in the other reading materials. Further instructions for preparing this paper are contained in the large document of guidelines for papers that has been provided to you. It is desirable to get an early start on this paper; in any event, the document of guidelines contains the due dates for the first and final drafts of this paper.

## VI. Grading

Your three examinations and your term paper each count as 25% of your final grade. I use a straight percentage system of grading as follows:  
85% and above = A; 75-84% = B; 65-74% = C; 50-64% = D; below 50% = F.

## VII. Course Outline and Reading Assignments

<u>Class Meeting</u>	<u>Topic</u>	<u>Reading Assignment</u>
1	Course Introduction	
2	Background Concepts & Theories	Sanderson, chs. 1-3
3	Preindustrial Societies	Sanderson, ch. 4
4	Precapitalist Economic Systems	Sanderson, ch. 5
5	Social Stratification in Preindustrial Societies	Sanderson, ch. 6
6	A. Stateless Societies & the Rise of the State	Sanderson, ch. 11
	B. Social Change in Agrarian Societies	
7	Marx on Capitalism	Sanderson, pp. 183-85
8	World-System Theory	Shannon, chs. 1-2
9	World-System Theory (cont'd)	Shannon, chs. 5-7
10	A. Emergence and Expansion of the Capitalist World-Economy, 1500-1900	Shannon, ch. 3; Sanderson, ch. 7 & pp. 159-70; Sanderson, <u>Social Transformations</u> , pp. 156-73
	B. The Development of Capitalism in Japan	Sanderson, <u>Social Transformations</u> , pp. 173-85
11	Explaining the Transition to Capitalism in Europe and Japan	Sanderson, pp. 147-54; Sanderson, <u>Social Transformations</u> , pp. 185-214
12	EXAM I	

- 13 [The Capitalist World-Economy in the 20th Century: Overview (no lecture)] Shannon, ch. 4;
- Noneconomic aspects of the rise of capitalism: stratification & politics Sanderson, chs. 10 & 12
- 14 Noneconomic aspects of the rise of capitalism: science, religion, and family Sanderson, ch. 16 & pp. 448-55, 464-70
- 15 Noneconomic aspects of the rise of capitalism: slavery, racism, and racial stratification Sanderson, ch. 13
- 16 The Core: The United States, From Semiperipheral State to Hegemonic Power to Reaganism
- 17 The Core: England, From "Workshop of the World" to Thatcherism
- 18 The Core: Japan, Eastern Capitalist Giant
- 19 Theories of Underdevelopment reread Shannon, pp. 2-8, 11-13, 15-18, 130-33; Sanderson, ch. 9
- 20 The Semiperiphery: South Africa -- Gold, Class Struggle, and Apartheid Ndabezitha and Sanderson, "Racial Antagonism and the Origins of Apartheid in the South African Gold Mining Industry"
- 21 EXAM II
- 22 The Semiperiphery: Latin America
- 23 The Semiperiphery: The East Asian NIC's reread Sanderson, pp. 214-17
- 24 The Periphery: Africa
- 25 The Soviet Union & Eastern Europe: Socialism or Semiperipheral Capitalism? reread Shannon, pp. 107-11, 157-60; Sanderson, pp. 173-83
- 26 The Soviet Union & Eastern Europe (cont'd) reread Sanderson, pp. 231-35, 284-88
- 27 Capitalism: What is the Balance Sheet? (discussion of Berger)
- 28 Retrospect and Prospect: The Question of Progress and the Future of the World Sanderson, ch. 20



LIBERAL STUDIES COURSE APPROVAL FORM  
INSTRUCTION SHEET

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 352 Sutton Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- Completed copy of LS General Information Check-List--Parts 1-3 of this form. (one page)
- One sheet of paper for your answers to the four questions in Part IV of this form. (one page)
- Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each)
- Course Syllabus in UWUCC Format.

Note: If this is a new course or a course revision not previously approved by the University Senate, you will also need a catalog description on a separate sheet and answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures, see the UWUCC Curriculum Handbook.

**SUBMIT ONE (1) COPY OF THE COMPLETED PROPOSAL TO THE LIBERAL STUDIES OFFICE (352 SUTTON HALL).** The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

**PLEASE NUMBER ALL PAGES.**

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

- First Composition Course
- Mathematics
- Second Composition Course

KNOWLEDGE AREAS:

- Humanities: History
- Humanities: Philos/Rel Studies
- Humanities: Literature
- Natural Sci: Laboratory
- Natural Sci: Non-laboratory
- Fine Arts
- Social Sciences
- Non-Western Cultures
- Health & Wellness
- Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

- A. Intellectual Skills and Modes of Thinking:
- 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
  - 2. Literacy--writing, reading, speaking, listening.
  - 3. Understanding numerical data.
  - 4. Historical consciousness.
  - 5. Scientific Inquiry.
  - 6. Values (Ethical mode of thinking or application of ethical perception).
  - 7. Aesthetic mode of thinking.
- B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
- C. Understanding the Physical Nature of Human Beings
- D. Collateral Skills:
- 1. Use of the library.
  - 2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.



LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

- A. This is NOT a multiple-section, multiple-instructor course.
- B. How will the course include the perspectives of ethnic minorities and women? There is substantial attention given to slavery and racial stratification within the context of the developing capitalist world-economy from the 16th century on. Moreover, a whole class period is devoted to an analysis of apartheid in South Africa and its historical origins. We also look at family and gender relations within the framework of the development of capitalism.
- C. Reading other than a textbook. Students are required to read Peter L. Berger's The Capitalist Revolution and write a critical paper on it. This is a neoconservative defense of capitalism as the most workable economic system yet developed. The book is a scholarly treatise, not a textbook.
- D. The course is intended for students who are concentrating on history and the social sciences and for more general students who have some background in these areas. It is, obviously, not an introductory course, as can be seen from the number (337) and the fact that this proposal involves raising the number to reflect the level and adding prerequisites.

## CHECK LIST — LIBERAL STUDIES ELECTIVES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.