

MAR 14 1990

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CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number LS-128  
Action Approved  
Date 4-5-90

UWUCC Use Only  
Number \_\_\_\_\_  
Action A  
Date 10-23-90

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE World Societies and World Systems (formerly World Cultures)  
DEPARTMENT Sociology-Anthropology  
CONTACT PERSON Dr. Stephen Sanderson

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- <sup>REVISION</sup> Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)
- CHANGES OF TITLE

III. APPROVALS

Marian S. Chait  
Department Curriculum Committee

Ray Snyder  
Department Chairperson

Rebel Dodge  
College Curriculum Committee

R. Turner 3/28/90  
College Dean

Chad D. Costello 4-5-90  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost  
(where applicable)

\*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 \_\_\_\_\_

Revised 5/88

[Attach remaining parts of  
proposal to this form.]

NEW TITLE AND DESCRIPTION:

SO 237, World Societies and World Systems (3 sh)

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 <sup>at a</sup> rapidly ~~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.

OLD TITLE AND DESCRIPTION:

SO 237 World Cultures

Introduction to the study of diversity in human societies with special emphasis on industrial capitalist, state socialist, and Third World societies. Recommended for Social Science Education students who concentrate in Sociology or Anthropology

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

SOCIOLOGY 237  
WORLD CULTURES

Spring, 1990

COURSE SYLLABUS

I. General Information

Professor: Dr. Stephen Sanderson  
Office & Hours: 120 Keith Hall, phone 357-2732  
TR, 11:15-12:15 AM; Wed., 10:00-1:00

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. A few articles and book chapters and pages on library reserve.

Recommended:

Stephen K. Sanderson, Macrosociology: An Introduction to Human Societies. New York: Harper & Row, 1988. (Chapters 4-12, 16.)  
(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. Despite the title, the emphasis of the course is on "societies" rather than "cultures" (the distinction will be explained in the first lecture). 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.

## V. Written Paper Assignment

Option A: You may write an analytical paper of 10-15 double-spaced typewritten pages on a book chosen from the list provided. If you select this option, be aware that most of these books are not in the IUP library, and that your professor is not willing to lend his personal copies. Therefore, in most cases you will have to make use of other libraries, or of the IUP Interlibrary Loan Department. A detailed list of instructions for preparing this type of paper will be provided at a later date.

Option B: You may write a traditional term paper of approximately 10-15 pages. Normally, this would focus on one particular society of the student's choosing, but there are also other possibilities. I require students to focus on a contemporary society rather than a preindustrial or precapitalist one. The paper should say something interesting about the society from the point of view of some of the major concerns of this course. It would be foolish simply to try to write a general paper on a particular society. You need some sort of focus. Thus a paper entitled "The Soviet Union" is to be avoided, but one entitled "The Sociological Significance of Gorbachev's Reforms," or "The Soviet Class Structure" would make perfectly good sense. I'm sure you see the point. Students can also choose to write a more theoretical paper, if they like. There are many possibilities. A list of general guidelines is also available for students choosing this option.

Whatever your decision, please understand that I expect to discuss your paper topic with you and to approve it (you must have my approval before you proceed). I would like you to have your topic worked out by no later than the end of the 4th week of classes. The longer you delay in getting started on your paper, the more difficult it will be to write a paper that both you and I will be satisfied with, and the more frustration you will experience in getting the paper finished. So let's try to avoid making us both unhappy by getting an early start!!

## 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.

## Market Analysis")

- 10: Tuesday  
Thursday
- The Semiperiphery: Latin America (especially Mexico and Brazil) (Chirot, pp. 183-85, 251-55)  
The Semiperiphery: The East Asian NIC's (Chirot, pp. 247-51, 255-56)
- 11: Tuesday  
Thursday
- SECOND HOUR EXAM  
The Periphery (Chirot, ch. 7 and pp. 256-61)
- 12: Tuesday  
Thursday
- The Periphery (cont'd)  
The Soviet Union & Eastern Europe: Socialism or Semiperipheral Capitalism? (Chirot, pp. 147-54 and ch. 10; reread Shannon, pp. 107-11, 157-60)
- 13: Tuesday  
Thursday
- The Soviet Union & Eastern Europe (cont'd)  
The Socialist Response to Underdevelopment: China and Cuba (Chirot, pp. 186-89, 275-78)
- 14: Tuesday  
Thursday
- The Socialist Response to Underdevelopment: The Rest  
Retrospect and Prospect: The Question of Progress and the Future of the World (Sanderson, Macrosociology, ch. 21)

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

New Syllabus  
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SOCIOLOGY 237  
WORLD SOCIETIES AND WORLD SYSTEMS

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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

Option A: You may write an analytical paper of 10-15 double-spaced typewritten pages on a book chosen from the list provided. If you select this option, be aware that most of these books are not in the IUP library, and that your professor is not willing to lend his personal copies. Therefore, in most cases you will have to make use of other libraries, or of the IUP Interlibrary Loan Department. A detailed list of instructions for preparing this type of paper will be provided at a later date.

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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, Wolf Ch. 3)
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, Wolf chs. 2, 4)
6: Tuesday Thursday	Explaining the Transition to Capitalism (Chirot, ch. 2; Sanderson, "Evolution of Societies and World-Systems"; Sanderson, <u>Macrosociology</u> , pp. 129-133, Wolf Chs 5, 6) 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 (Wolf ch. 9) The Core: Japan -- Eastern Capitalist Giant (Chirot, pp. 124-26, 158-59, 244-47)
9: Tuesday	Introduction to Theories of Underdevelopment (Chirot, pp. 208-23; reread Shannon, pp. 2-8, 11-13, 15-18, 130-33, Wolf chs. 10, 11)

- Thursday  
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, 1886-1924: A Split Labor Market Analysis")
- 10: Tuesday  
Thursday  
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The Semiperiphery: The East Asian NIC's (Chirot, pp. 247-51, 255-56)
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Retrospect and Prospect: The Question of Progress and the Future of the World (Sanderson, Macrosociology, ch. 21)

JUSTIFICATION OF CHANGES

Since the mid-1970s sociologists have given increasing attention to an approach known as "world-system analysis." This approach focuses on the evolution of the capitalist world economic system since about 1450 and assumes that the fate of individual societies or nation-states within this system cannot be understood apart from their participation in the system as a whole. This mode of analysis originated within sociology but has become so influential that it has significantly penetrated other social-scientific disciplines. SO 237 is now being overhauled and restructured so as to reflect this newer line of thinking, and thus title and description changes are badly needed.

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not** use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?       yes       no**

**If so, which General Education course(s)? \_\_\_\_\_**

# CHECK LIST -- LIBERAL STUDIES ELECTIVES

16

## 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 coverages 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 professional 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 the 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 "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

A. This is not a multiple-section, multiple-instructor course.

B. To expand on the remarks in the syllabus: The perspectives of ethnic minorities and women are given significant treatment throughout the course. For example, in the analysis of South Africa I plan to give prominent attention to the racial and ethnic divisions that have been historically so fundamental to the nature of that society. Ethnic differences and ethnic conflict will also be given substantial attention in other parts of the course, such as in the analysis of the Soviet Union. And of course the entire historical basis for much contemporary ethnic conflict will be laid out early in the course.

The position of women is also an important issue to be analyzed in the course. Of particular concern will be the position of women in contemporary Third World countries, and whether this position has been improving or worsening in recent decades. In the analysis of precapitalist societies, and of contemporary state socialist countries, the roles of women will be a significant part of the discussion.

C. A required book for the course is Eric Wolf's Europe and the People Without History, a particularly well-known book that analyzes the impact of the rise and expansion of European capitalism upon various precapitalist societies. This is not a textbook, but a major scholarly work of nonfiction.

D. This is not an introductory course intended for a general student audience.

E. Six ways in which this course will contribute to students' abilities:

1. It will certainly confront major ethical issues. How can one analyze the contemporary state socialist countries and their relationship to the West, or the problems of the contemporary Third World, without exposing students in a major way to crucial ethical concerns?

2. Naturally this course will define and analyze problems, evaluate possible solutions, make choices, and so on. This will be a particularly important aspect of the extended discussion of the Third World.

3. Students will be asked to take essay exams and write some sort of general paper for the course.

4. Although the stimulation of creativity is not a major goal of this course, it is impossible to think that it is completely irrelevant.

5. One of the major goals of the course is to provide students with a basis for thinking about the issues of the course long after the formal course itself is over. After the course, they should have a much better understanding of the contemporary world in which they live. Their capacity for such things as thoughtful reading, fulfilling travel, and intelligent voting should be considerably enhanced.

6. One of the most prominent features of the course is the relationship between the Western world and the other "worlds" that have been interacting with it for decades (Eastern European socialism) or centuries (the Third World). The global emphasis of the course should bring the relationships among events and institutions in far-flung parts of the world into sharp relief.

PART IV. See "Check List for Liberal Studies Electives" on next page.



**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?** Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
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>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	_____ ✓	_____
<b>C. Understanding the Physical Nature of Human Beings</b>	_____	_____
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	_____	_____ ✓
2. Use of computing technology	_____	_____

See explanation on next page

EXPLANATION OF LIBERAL STUDIES GOALS MET

The goal most elaborately met by this course is that of expanding students' historical consciousness. The course briefly sketches the historical evolution of human societies up to the advent of the modern capitalist world, and then it launches into a vigorous and highly detailed historical analysis of the emergence and expansion of Western capitalism over the past five centuries. Particularly important to the analysis is an understanding of how capitalism has influenced the precapitalist societies it has encountered in the course of its expansion and evolution. The second half of the course looks at the capitalist world-economy in the 20th century, and the final lecture will be devoted to a crude attempt to project the future on the basis of our understanding of the past.

But in the process of expanding student historical consciousness in a major way, it is hoped that the course contributes importantly to the enhancement of student thinking about basic moral and ethical concerns. In exploring the relationship between the developed countries and the Third World -- and especially the whole problem of whether or not the relationship between these nations is highly unbalanced and exploitative -- major ethical issues can hardly be avoided.

Because the course focuses on the basic economic and political fabric of the modern world in which we live, it is more than obvious that it will help students acquire a body of knowledge that any well-educated person ought to possess. It is also obvious that the course contributes to abstract thinking, critical inquiry, and the like. Since students are required to write a term paper, the use of the library is essential and skills relating to literacy are strongly promoted.