

Gov 312L: How Markets Took Over the World

Fall 2024

Class meets: Tuesdays and Thursdays 12:30 p.m.-2:00 p.m.
Parlin Hall 201

Student drop-in hours: Tuesdays and Thursdays: 11:00 a.m.-12:30 p.m.
Mezes 3.224
Available via zoom at other times via (e-mail) appointment

Instructor: Alex Norris

Pronouns: He/him

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Course Description

We hear a lot about “the market.” The market decides, the market distributes, it is just, it is unjust. Why does the market matter so much? Why are we still arguing about it? This class takes you on a quick tour through recent history to answer these questions. Its goal is to help you become a sophisticated consumer of political news, who can understand how people on all sides of politics are making and supporting their arguments about whatever the market is doing today.

Who is teaching this class?

Alex Norris is a PhD candidate in Government at UT Austin, concentrating in comparative politics. After a childhood in the frozen northern territory of Massachusetts, he pursued warmer climates through a career centering on the politics of the Middle East and North Africa. Since then, he has conversed with taxi drivers in Jordan, Palestine, Tunisia, and Washington, D.C. His work experience is in international development and civil society, with much of it coming from working for the National Endowment for Democracy in DC. He is now working on a dissertation on the "coup trap," a phenomenon in which countries with one military coup tend to be at risk for more. This research focuses on the cases of Iraq, Syria, and Sudan. When not diligently searching out new archival materials to add to his to-be-read pile, he can be found on the soccer field or rereading *The Murderbot Diaries* series by Martha Wells.

What will you learn?

Students in this course will learn to think critically about the way ideas about politics, economics, and the role of government change over time. You will gain an understanding of how ideas about economic growth and development shifted in the post-World War II era. You will learn to parse complicated language about policy to understand what people are arguing about when they argue about “the economy.” You will formulate your own arguments about politics and economics and learn to properly defend your points.

I’ve summarized this in three learning outcomes. Students at the end of this course will be able to:

1. Explain how new ideas about economics have developed and taken hold after World War II.
2. Use political knowledge and understanding of arguments to evaluate opinion journalism.

3. Identify the effects of ideology, interests, and organization on how or what someone argues.

How will you learn?

You will learn in this course through taking on challenging texts, discussing them in class, and applying them to understanding real-world debates. Class time will include both lectures and small-group activities to ensure that you are both absorbing new material and activating your knowledge through practical application. I have also designed a series of assignments to test your progress and give you further experience in applying your knowledge.

Readings, assignments, and this syllabus will all be found on the course Canvas page. I have tried to design the page so that you can use the modules tab or the files tab to access the required resources. You can communicate with me either through the canvas email or through my UT email address: acnorris@utexas.edu. My preference is for using my UT address, as canvas email is less reliable.

Students sometimes get confused by the term “office hours,” thinking that visiting these is interrupting the instructor or is invasive. I try to clear that up by referring to these as “student drop-in hours,” to ensure you know that these periods are here for you to come in and ask questions. If the times I list on syllabus are not workable for you, I’m always happy to schedule a different time to meet, in-person or via Zoom.

Making sure you succeed

Like many courses, success in this course is best achieved by attending the lectures whenever possible, engaging with the assigned texts, and giving your best effort on the assignments. Every one of you has a life beyond this class (I do not. I sleep in this classroom and only come awake to lecture). I have included some features to help ensure that the class requirements are not a burden on you. Attendance will not be taken in lectures, and lectures will be recorded, for those situations when attending class is simply not possible. The canvas site will host the lecture recordings. Class activities will sometimes allow you to skip the weekly reading quizzes, but missing them will not count against you. I’ve also included some flexibility in the assignment due dates that I describe below.

Disability and Access

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please

deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Assignments

In this class, each student will start with four “flex days” for turning in the non-quiz assignments (the media analyses, adopt-an-ideology, and take-home final). Each of these can be used to turn the assignment in up to 24 hours after the original due date. You can use multiple flex days on one assignment. For example, if an assignment is due on Friday at 11:59 p.m., you can turn it in on Sunday at 11:59 p.m. and use two flex days. You would then have two left for the semester. You do not need to tell me ahead of time to use your flex days, I will automatically deduct them from your semester total.

After your flex days are exhausted, you can turn assignments in at a 10% per day late penalty.

If you experience any hardships such as illness, accident, family crisis, further accommodations can be made to ensure your standing in the class is not affected. Please let me know about these circumstances as soon as you are able. If, for any reason, you do not feel comfortable discussing with me, please visit Student Emergency Services, which can notify all of your professors of an emergency. For additional campus resources, please visit protect.utexas.edu.

Here are the required assignments for this course:

14 Reading Quizzes/Class activities (30% of Final Grade)

Reading quizzes will be due every class week on Friday. purpose of these is to ensure that you are making your way through the readings and lectures. These quizzes will be simple, short, open-book, and open note. The four lowest quiz grades will be dropped, so you only need to do 10 quizzes. If you forget to take a quiz, you can take it up to two days later at a 10% per day penalty.

There will occasionally be in-class activities that will act as a “pass” for the reading quiz that week. If you do the activity, you will automatically receive a 100 on the reading quiz.

2 Media Analyses (30% of Final Grade)

Students will conduct two media analyses in which they dissect a piece of opinion journalism that makes claims or recommendations about “the economy.” In these analyses, students will answer a. what factual claims are made in the piece, b. what moral claims are made, c. what evidence is provided, and d. whether the argument is convincing and why or why not. Students will pick the target of these analyses from a list of articles provided by the instructor.

Students who are more comfortable with an oral format can choose to submit a video or audio file where they deliver a presentation on the piece of media chosen. These require no additional materials (slides, for example) but do have to cover the same points as the written analysis.

Adopt-an-ideology (20% of Final Grade)

Students will pick a political or economic ideology from a list provided by the instructor. The student will then conduct research asking who holds this ideology and what kinds of claims they make.

Students who are more comfortable with an oral format can choose to submit a video or audio file where they deliver a presentation on the piece of media chosen. These require no additional materials (slides, for example) but do have to cover the same points as the written analysis.

Take-home final (20% of Final Grade)

There will be a take-home final that consists of two essay questions, each of which is designed to be answered in 1-2 pages. Students will be graded on their ability to take a strong position on the question and support it with evidence from the course.

Required Materials

There are no materials you will have to buy for this course. Required readings will be on canvas or linked in the syllabus and modules.

Classroom Expectations

I expect you to come to class prepared (having done the readings) and ready to learn (not distracted by electronic devices or disruptive to your classmates). In return, you can expect me to be ready to teach, offer accommodations where necessary, and give you what you need to succeed on the assignments.

This class can only work if we respect each other. I will ask each of you to commit to creating a space where we can share ideas without causing hurt. I will provide opportunities for anonymous feedback to ensure that I am doing the same.

The class roster has your legal name, unless you have added a “chosen name” with the registrar’s office, which you can do [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use. Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#). More resources available on the Gender and Sexuality Center’s website, www.utgsc.org.

Course Outline

This is the week by week outline of the course and required readings and assignments. I may make changes as the course continues. I will announce these changes and update the syllabus on canvas.

Week	Date	Day	Class Topic	Out of class activities	Assignments Due
1	8-27	T	Navigating this course		
Unit 1: A Brave New Post-War					
	8-29	Th	Skill: How to read	<p>Read: Edwards, <i>How to Read a Book</i> (Canvas); Hoover-Green, <i>How to Read in Political Science</i> (Canvas), Burke, How to Read in College.</p> <p>Note: These overlap a little so if you are short on time just read any two.</p>	
2	9-3	T	Intro to Political Orders: The New Deal Order	Read: Gerstle, Introduction (Canvas)	
	9-5	Th	<p>The New Deal Order, Cont'd</p> <p>Skill: Analyzing an argument part 1: thesis and evidence</p>	Read: Polanyi, <i>The Great Transformation</i> Ch 2 p. 21-32 and 79-80 (1 paragraph)	
3	9-10	T	The Founding of the Third World	Read: Walter Rodney, <i>How Europe Underdeveloped Africa</i> pp. 261-280 (Canvas)	

	9-12	Th	What is Development and Why Do People Want It? Skill: Analyzing an Argument part 2: Fallacies	Read OR Listen: Kennedy's Message to Congress , May 1961 Read: Logical fallacies .	
4	9-17	T	How do orders fall? Part 1: Monetary Madness	Read: Gerstle, <i>Rise and Fall</i> "Fall" (Canvas)	
	9-19	Th	How Do Orders Fall? Part 2: The oil and debt crisis	Listen: "We Got Ourselves a Convoy" Decoder Ring	
5	9-24	T	How Do Orders Fall? Part 3: Coups	Read: Ruth First, <i>From the Barrel of a Gun</i> pp. 96-109	
Unit 2: Neoliberalism					
	9-26	Th	What is neoliberalism? Part 1: Ideology	Read: Hayek, "The Road to Serfdom" (comic version) (Canvas)	1 st Media analysis due (midnight)
6	10-1	T	Who is neoliberalism? Part 1: Economists	Gerstle <i>Rise and Fall of the Neoliberal Order</i> 88-100 (canvas)	
	10-3	Th	What is neoliberalism Part 2: Policy	Popp Berman 1-24 (canvas)	

7	10-8	T	Who is neoliberalism Part 2: Governments	Read: Juan Gabriel Valdés, <i>Pinochet's Economists</i> , pp. 1-15, 22 (table only), 35-37	
	10-10	Th	Crisis in the Global South	Ali Al-Kenz "The End of Populism" pp. 33-47	

8	10-15	T	The World Bank and IMF	Mosely et al. <i>Aid and Power</i> . pp. 1-13, 39-45.	
	10-17	Th	Neoliberalism and Development	Read: Mitchell "The object of development" pp. 231-243 (Canvas)	
9	10-22	T	Trade and Development Skill: Analyzing data	Read: Jorge Castañeda, "NAFTA's mixed record"; (Canvas) Carla Hills, "NAFTA's economic upside." (Canvas) Watch: "NAFTA explained by avocados. And shoes."	
	10-24	Th	Social Policy and Welfare	Read: Dylan Matthews, " The	Adopt-an-ideology due (midnight)

			We will not be in class for this session, I will post a lecture video.	Legacy of the 1996 Welfare Reform.	
10	10-29	T	Education Policy Skill: Analyzing Data (part 2)	Listen: Have you heard podcast " Where the democrats went wrong "	
	10-31	Th	RESISTANCE	Read: Paul, "States of Emergency" (Canvas) First Declaration from the Lacandon Jungle	

Unit 3: Changes to Neoliberalism

11	11-5	T	2008: What happened?	Watch: Crash Course Economics #12	
	11-7	Th	Skill: Making your own arguments	Read: "College writing myths" and "Thesis statements" from the Writing center (canvas) Orwell, "Politics and the English Language"	
12	11-12	T	Inequality between countries	Read and look at pictures: Our world in data – Global Economic inequality	

	11-14	Th	Inequality within countries	Read: Short guide to Capital in the 21st Century	2nd Media Analysis due (midnight)
13	11-19	T	Revisions to neoliberalism	Listen: Freakonomics, " Dambisa Moyo Says Foreign Aid Can't Solve Problems, but Maybe Corporations Can. "	
	11-21	Th	The End of Neoliberalism? (on the Left)	Listen: Ezra Klein Interview with Felicia Wong. (subject to change)	
14	12-3	T	The End of Neoliberalism? (on the Right)	Read: Oliver, "From Big Tech to Big Brother" (Canvas); "Against the Dead consensus" (Canvas) (subject to change)	
	12-5	Th	Final thoughts		

					December 12: Take-home final due (midnight)
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Course Policies

Grading

Each assignment will be graded on a rubric provided to you and weighted according to the percentages listed above. Final grades will be rounded up to the next whole number (so a 92.1% will be a 93%). Final grades will follow these cutoffs:

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	64%
F	<60%

Academic Integrity Expectations

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

In this class using Artificial Intelligence (AI) chatbots to check spelling, grammar, or organization to make small changes to something you have already written is permissible. Using these tools to write an assignment for you is not, even if you make small changes to the machine output. In addition to the implications for academic dishonesty, this policy is in place because the assignments exist for you to develop specific skills. I grade the assignments and give feedback to help you develop these skills. If you are not thinking about and writing the assignment, you are not learning the skills, and there is no point in me reading or grading it.

For all my assignments I check the default AI output on a few different platforms. Because of the nature of AI output, it is not always easy to reproduce a piece of text exactly. My preference is to both not read AI output, and not refer anyone to Student Conduct without 100% certainty. Therefore, if I judge that your work does not have more in it than what an AI chatbot can produce, I will ask you to rewrite it. This may net some false positives, but I believe it will ultimately help your writing. In return, I will assign you work that I think is useful and interesting. None of my assignments are busywork, and I have cut assignments that I do not think are useful to you.

Getting Help with technology

Students needing help with technology in this course should contact the [ITS Service Desk](#).

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet.

Student Resources

Counseling and Mental Health Center (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are

welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332)."

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom safety and covid-19

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- UHS maintains up-to-date resources on COVID, which can be found here:
 - [COVID-19 Information and Resources](#)

Carrying of Handguns on Campus

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

Title IX Disclosure

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations, or third party reports) must be report it. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information to the Title IX Coordinator. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email supportandresources@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Education Code, Section 51.252. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.

Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).