Course Description

The course explores - through multidisciplinary readings - the meaning of nations and national development in the global economy, with a main focus on the developing world including the regions of Africa, Latin America, and Asia. Among the themes addressed in the context of the global economy are the racialized/gendered divisions of labor and migrations, cultural and environmental questions, and national development. The class is divided into two parts: the first part provides the main theories of development, socio-economic change and global inequalities; and the second part introduces some of the dilemmas that nations face in their quest for socio-economic development. The general aim of the course is to provide the students with a broad sociological lens with which to view comparative aspects of nations and national development, and its implications for people’s everyday lives. Although the class material and concepts/theories are highlighted in reference to particular regions such as Asia, Africa, and the Americas, and countries such as India, Jamaica, China, South Korea, and Mexico among others, the students will have the opportunity to engage and apply the concepts, themes, and theories from the class to a country/ies of their choice through a collaborative comparative research project.

Reading Material
Available on the Sakai site for this course.

Students with disabilities: I will gladly accommodate your concerns to make sure that you are able to fully participate and fulfill class requirements. Please inform me of any concerns ASAP.
Course Guidelines

Class format: The class combines lectures and discussion, as well as media.

Class Policy
Laptops, PDAs, cell phones, headphones, and all other technological gadgets and distractions must be powered off and put away at all times during class-time throughout the semester.

Attendance: Required [Check Duke Protocol]. Inform me if for some reason you are unable to attend on a certain day. Please be on time and do not leave before the class is totally over (unless there is an emergency). It is your responsibility to get the class notes from classmates for the missed class.
Missed class sessions cannot be made up, except for when documentaries are being shown as they will be available at Lilly Library.
Remember also that discussion is an integral part of this course, and thus missed classes will negatively impact your participation grade.

Classroom etiquette: Everyone is expected to ensure a respectful environment in the classroom. In order to encourage everyone to contribute, your participation necessitates that you also learn how to be a good listener to your fellow classmates so that everyone’s perspective is given a respectful and critical consideration. However, stay focused on engaging the assigned reading material and not on personal beliefs and opinions.

In-Class Documentaries: When documentaries (or parts of documentaries) are shown during class, they are intended as supplementary material to the academic reading assignments in order to clarify, bring examples, and elaborate on the ideas under discussion. Thus, they are required material.

FYI
One of the functions of a sociology class on the global economy (and any sociology class for that matter) is to challenge our common sense views and to allow us to critically assess them. Many ideas presented in the lectures, reading materials, or discussed in the documentaries will challenge assumptions, ideas, and beliefs that one holds dear, and thus might make some feel uncomfortable or even offended! However, it is expected that you watch the documentaries, attend the lectures, & be responsible for the assigned reading material. This does not mean that you should not have any emotional reactions to the topics and ideas discussed in the course but that you are expected to grapple with the material and the emotions they raise in an academic and respectful manner. Staying in this course implies that you have consented to such an agreement.
Grading, Exams, & Assignments

A. Informed Discussion (class participation): (15%)

Attendance and participation are essential components of this class. This course unfortunately does not have discussion sections, thus a good deal of interactions will take place during the class meetings. Each student is required to attend all class meetings, be punctual, and be actively involved in informed class participation. This means that you are expected to do the readings before coming to class in order to have a meaningful and thoughtful class discussion and gain a better understanding of the lecture, concepts, ideas, and gain knowledge of the topic. If you don’t miss a single class but do not regularly contribute to class discussions you will not earn an A on class participation, and if the participation and comments do not reflect reading the assigned material they do not qualify for an A grade in participation. To attain the A grade in class participation implies consistent participation that reflects thoughtful engagement with the material that you have read for each class. I will often ask questions about the readings to generate discussion. I might hand out short in-class assignments/quizzes (either at the beginning of the lecture to generate discussion or at the end of the lecture to get an idea of how you are processing the material/ideas), asking you to give reactions to things you read for the class or to ideas related to the topic of the day. There are no pre-set dates or number for these assignments, and although they are not graded per se, they will give me an idea about your engagement in this class and will be considered/included in the class participation grade (there is no make-up for the in-class assignments if missed).

B. Exams (40%)

There will be 2 non-cumulative exams administered during the regular class meeting period. The exams will combine essay questions - (mostly short) where you are expected to argue, discuss, and/or explain an issue or a question – and some true/false and/or multiple choice questions where you are expected to document and briefly explain your answer. The exams will cover the material in the readings, lectures, and documentaries. The exams will be evaluated on how well you understand the material, and how well you are able to critically articulate and coherently integrate the material into your answers in a manner that demonstrates evidence of reading, comprehension, and engagement. The first exam accounts for 25% and the second exam for 15% of the grade. (Note: Use the lecture notes as your outline for studying for the exam, in addition to your own notes on the readings.)

C. Paper Project: Comparative Case Study (30%)

This is a case study of a developing country/ies of your choice to be conducted in pairs (double spaced, using 12-points font, and about 10-12 pages long). The case study will give you the opportunity to connect your research to the course material, and read additional material not assigned for the class as you are expected to consult 6 additional references - beyond the assigned class material (detailed instructions provided separately)
D. Short Essay (15%)  
This short paper is a written response and a reflection on the themes in an assigned documentary that critically engages and connects at least one major concept from the assigned readings (detailed instruction sheet is provided in class separately).

**Incompletes and grades:** Final grades are final unless there is a calculation error. Make-up exams and incompletes are only given under extreme emergencies. Please do inform me as soon as possible if for some reason you will be unable to take the exam as scheduled.

**A Curve for the final Letter Grade**
- 100 – 98A+
- 97- 93 A
- 92-90 A-
- 89 – 88 B+
- 87-83 B
- 82-80 B-
- 79 – 78 C+
- 77 – 73C
- 72-70 C-
- 69 – 68 D+
- 67 – 63 D
- 62- – 60 D-
- 59< F

*While I will share assignments with Duke students who contact me directly, it is a violation of academic integrity and honor to upload the syllabus, assignments, or any other course material prepared by the instructor to third party websites without the professor’s permission.*
# Tentative Class Schedule

The following course schedule is tentative as readings may be shuffled around depending on how our class discussion progresses through the semester, and to allow us to incorporate relevant Duke events and lectures as well as additional current short readings (newspaper, online sources...) on the topics covered in class. **SO PLEASE** make sure that you **pay attention to any communication between us in class** regarding this matter, and it is a good idea to check your email before coming to class. (You can find the latest version of the syllabus on Sakai)

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<th>Week 1</th>
<th>January</th>
<th>W 7</th>
<th>Introduction</th>
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Suggested:  
Anderson, “Ch.2: Cultural Roots” |
|              | January | W14  | Neuman, “Power, the State, Hegemony, and Struggle”  
Chatterjee, “Whose Imagined Community?”  
Suggested:  
Cambridge Dictionary of Sociology: “Hegemony”  
Neuman, “Democracy, Nationalism, and the Nation State”  
Dadi & Nasar, “Lines of Control: Partition as a Productive Space”  
(selected articles)  
Lukas & Purkayastha, “Where is home?” |
| Week 3       | January | M 19 | NO Class. Martin Luther King Jr. Holiday |
|              | W 21    | In-Class Documentary, “The Colonial Misunderstanding”  
Suggested:  
Week 4
January M 26 Cambridge Dictionary of Sociology: “Colonialism,” &
“Decolonization”.
McMichael, “Instituting the Development Project”

January W 28 Development Theories I
Peet and Hartwick, “Historical Stages of Growth”
McLelland, “The Achievement Motive in Economic Growth”
Lewis, “The Culture of Poverty”
DUE: Submit name of team members for the collaborative
research project via Sakai drop box by 5 p.m.

Week 5
February M 2 McMichael, “The Development Project: International Relations”
[Short In-Class Documentary & discussion: “Toxic Tears”]
Suggested Reading:

February W 4 Development Theories II
Chang “People in Poor Countries are more entrepreneurial than
people in rich countries,”
Suggested:
Bradshaw & Wallace, “Constructing a Model of Global Inequalities”
Korzeniewicz & Moran, “Unveiling Inequality”
Castells & Laserna, “The New Dependency”

Week 6
February M 9 Documentary: Drowned Out (available also at Lilly)

February W 11 Khagram, “Transnational Struggles for Water and Power”
“Dams, Democracy, and Development in Transnational
Perspective”

Week 7
February M 16 Shaeffer, “Debt Crisis and Globalization”
McMichael “Globalizing National Economy”
Gereffi, “Global Commodity Chains”
Suggested:
Landscape.”
Frank, “Richistan”
February W 18 Documentary “Life and Debt” *(also available at Lilly)*
Suggested:
Prashad, “Kingston”

**DUE: Submit research question and a list of possible sources by 5p.m. via Sakai drop box.**

Week 8 February M 23 Chang, “Free Market Policies Rarely Make Poor Countries Rich;”
“More Education In Itself Is Not Going To Make a Country Richer;” “The US Does Not Have The Highest Living Standard In The World”
Suggested
Chang, “There is no such Thing as a free market”
Therborn, “The Current World Stage”

February W 25 *Rethinking Development*
Gilbert, “Definitions of Development”
Sen, “Development as Freedom”
Wallerstein, “After Developmentalism and Globalization, What?”
Suggested Reading:
Peet and Hardwick, “Critical Modernism and Democratic Development”
Hayes, “Development in the 21st Century”
Gereffi, “Rethinking Development”
Bair, “Global Commodity Chains: Genealogy and Review”

Week 9 March M 2 *Exam I*

March W 4 Documentary “Mardi Gras Made in China” *(also available at Lilly)*
Suggested Reading:
Gereffi, “The Organization of Buyer-Driven Global Commodity Chains”

Week 10 March M 9 No Class
March W 11 No Class

Week 11 March M 16 Fuentes & “Ehrenreich,Women in the Global Factory I & 2”
Ching Kwan Lee, “Enigma of Chinese Capitalism”
(Online Lecture available on Sakai)
Suggested:
Fernandez Kelly, “Gender and International Development”
Timmerman, “Where am I Wearing”
Prashad, “Singapore”
Bardhan & Yao, “Will China be the next super power?”
### March

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| W 18  | Bradshaw & Wallace, “Asia: An Emerging Giant”  
       | Teichman, “Social Forces and History: Explaining Divergent Poverty and Distributional Outcomes” & “South Korea: The Historical Origins of Equitable Growth”  
       | Suggested:  
       | Chang, “The East Asian Development Experience” |

### Week 12

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| M 23  | Bradshaw & Wallace, “The Americas”  
       | Suggested:  
       | Teichman, “Chile,” “Mexico” |

### March

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| W 25  | Work on annotated Bibliography.  
       | NO Readings.  
       | **DUE:** Annotated Bibliography for the case study due by 5 p.m. via Sakai drop box. (instruction sheet for annotated bibliography available separately) |

### Week 13

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| M 30  | Individual meetings to discuss paper project.  
       | Work on your paper project  
       | NO Readings. |

### April

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| W 1   | Sassen “The Making of International Migrations”  
       | Hellman “Mexican Migrants” (selected chapters)  
       | Massey & Molina (selection)  
       | Suggested:  
       | Documentary: H2 Worker  
       | Schlosser, “The Most Dangerous Job”  
       | Kandel. “Meat Processing Firms attract Hispanic workers to Rural America”  
       | Barndt, “Tangled Routes”  
       | Yamanaka Keiko, “Nepalese Labor Migration to Japan: From Global Warriors to Global Workers” |
**Week 14**

**April M 6**  Bradshaw & Wallace, “Africa: a Continued Decline”
Chang, “Africa is not destined for underdevelopment”
Lappe & Collins, “Hunger”

Suggested:
Documentary: “T-Shirt Travels”
Rivoli, “Where T-Shirts Go after the Salvation Army Bin,“
“How Small Entrepreneurs Clothe East Africa with Old American T-Shirts”

**April W 8**  Barber, “Jihad vs. McWorld”
Halimi, “When Market Journalism invades the world”
Abu Lughod, Janet, “Going beyond the Global Babble”

Suggested:
Pieterse, “Globalization as Hybridization”

**DUE: Paper Project Due as a hard copy on Friday April 10.**
(location and time for drop-off available on the project instruction sheet- available separately)

**Week 15**

**April M 13**  Wing, Steven. “Environmental injustice in NC’s hog industry”
Brennan, “The War on the atmosphere”
Gonzales, “Investment, Sovereignty, and the Environment”

Suggested:
Documentary: Waste Hell
Evans, “Population Health and Development”
Sklair, “The Globalization of Human Rights”
Harcourt, “the Millennium Development Goals: A missed Opportunity”

**April W 15**  **Sustainable Development?**
Cavanagh, et al, “Ten Principles for Sustainable societies”
Smith & Dolan, “Ethical Trade”

Suggested Reading:
Cavahagh, “Alternatives in Action”
George, “Another World is Possible if”
Poppendick, “Want Amid Plenty”

**Week 16**

**April M 20**  **Exam II**