Course Description

The course explores - through multidisciplinary readings - the meaning of nations and national development, with a main focus on the developing world. Among the themes addressed in the context of the global economy are the racialized/gendered division 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 some of the class material and concepts/theories are highlighted in reference to particular countries such as India, Jamaica, China, and Mexico among others, the students will have the opportunity to engage and connect the concepts, themes, and theories to a country case study project of their choice.

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 Requirements & Grading

Class format: The class combines lectures, discussions, and 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 is required. Please be on time and do not leave before the class ends. Discussion is an integral part of this course. Missed class sessions cannot be made up, except for when documentaries are being shown as they will be available at Lilly Library. It is your responsibility to get the class notes from classmates for the missed class. 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). Missed classes will negatively impact your participation grade.

[Check Duke Protocol]

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 of the material that you have read for each class. I will often ask questions about the readings to generate discussion. I will also give 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/ count as part of your class participation. (These assignments cannot be made-up when missed).

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.
Exams & Assignments

A. TWO EXAMS (45%)
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 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 20% 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.)

B. PAPER PROJECT: Country Case Study (25%)
This is a case study of a developing country of your choice to be conducted in pairs (double spaced, using 12-points font, and about 10 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 where you are expected to consult 6 additional references for your topic (beyond the assigned class material). (detailed instructions provided separately)

C. TWO SHORT ESSAYS
1. Documentary Response paper (5%)
This short paper is a written response to one of the assigned documentaries of your choice that critically engages and connects at least one concept from the assigned readings. (detailed instruction sheet provided separately)

2. Response paper to the exhibit “Lines of Control: Partition as a Productive Space” (10%)
This short paper is written in response to the temporary exhibit at the Nasher Museum that explores the creation and maintenance of borders and nations. (detailed instruction sheet provided separately)

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

*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.

*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.

**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.

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January</th>
<th>W 8 No Lecture</th>
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<tr>
<td>Week 2</td>
<td>January</td>
<td>M 13 Introduction</td>
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|                   | W18     | Documentary, “The Colonial Misunderstanding” (also available at Lilly)  
|                   |         | Suggested:  
Week 3  
January  
M 20  Martin Luther King, Jr. Day Holiday (NO CLASS)  
W 22  Neuman, “Power, the State, Hegemony, and Struggle”  
Cambridge Dictionary of Sociology: “Colonialism,” &  
“Decolonization”.  
Suggested:  
Cambridge Dictionary of Sociology: “Hegemony”

Week 4  
January  
Consciousness, “Creole Pioneers”  
Suggested:  
Anderson, “Ch.2: Cultural Roots”  
Neuman, “Democracy, Nationalism, and the Nation State”

W 29  Meet at Nasher Museum for an organized visit to the  
Temporary exhibit: “Lines of Control: Partition as a Productive  
Space”  
Read:  
“Lines of Control: Partition as a Productive Space” edited by Dadi  
& Nasar (selected readings)  
Suggested:  
Nasher Museum Permanent Collection: “The crossings of American borders by  
Pedro Lasch, and Susang Harbage Page.”

Week 5  
February  
M 3  Re-read: “Lines of Control: Partition as a Productive Space”  
edited by Dadi & Nasar (selected articles)  
Chattergee, “Whose Imagined Community?”  
Lukas & Purkayastha, “Where is home?”  
Suggested:  
Morales & Bejarano, “Border Sexual Conquest”

W 5  McMichael, “Instituting the Development Project,”  
McMichael, “The Development Project: International Relations”  
[Short In-Class Documentary & discussion: “Toxic Tears”]  
Suggested Reading:  

Week 6  
February  
M 10  Documentary: Drowned Out (available also at Lilly)  
Suggested: Khagram, “Transnational Struggles for Water and Power” & “Dams,  
Democracy, and Development in Transnational Perspective”
February W 12  *Theorizing Development I*
Peet and Hartwick, “Historical Stages of Growth”
McLelland, “The Achievement Motive in Economic Growth”
Lewis, “The Culture of Poverty

Week 7 February M 17  *Theorizing Development II*
Chang “People in Poor Countries are more entrepreneurial than people in rich countries,”
Peet and Hartwick, “Dependency”, & “World Systems”
Gereffi, “Global Commodity Chains”
Suggested:
Castells & Laserna, “The New Dependency”
Korzeniewicz & Moran, “Unveiling Inequality”

W 19  Documentary “Life and Debt” (*also available at Lilly*)
Read: Shaeffer, “Debt Crisis and Globalization”
Suggested:
Bradshaw & Wallace, “The Americas: Reinventing Ourselves”
Prashad, “Kingston”

Week 8 February M 24  McMichael “Globalizing National Economy”
Chang, “Free Market Policies Rarely Make Poor Countries Rich”
*Re-Read: Shaeffer, ‘Debt Crisis and Globalization’*
Suggested:
Bradshaw & Wallace, “Constructing a Model of Global Inequalities”
Chang, “There is no such Thing as a free market”

W 26  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”

Week 9 March M 3  *General Review*
Chang, “More Education in self is not going to make a country richer,” & “The US does not have the highest living standard in the world”
Suggested Reading:
Frank, “Richistan”
Therborn, “The Current World Stage”

W 5  *Exam I*
Week 10
March  M 10  Spring Recess
         W 13  Spring Recess

Week 11
March  M 17  [Documentary: “T-Shirt Travels”]
       Read: Rivoli, “Where T-Shirts Go after the Salvation Army Bin,”
       & “How Small Entrepreneurs Clothe East Africa with Old
       American T-Shirts”.
       Suggested: Bair, “Global Commodity Chains: Genealogy and Review”

*(Submit name of country for case study and name of project
collaborator via Sakai drop box by 5 p.m.)*

W 19  Bradshaw & Wallace, “Africa: a Continued Decline”
       Chang, “Africa is not destined for underdevelopment”
       Re-read: Rivoli, “Where T-Shirts Go after the Salvation Army
       Bin,” & “How Small Entrepreneurs Clothe East Africa with Old
       American T-Shirts”.

Week 12
March  M 24  Bradshaw & Wallace, “Asia: An Emerging Giant”
       [Short in-class documentary on Chinese development]
       Suggested:
       Prashad, “Singapore”
       Chang, “The East Asian Development Experience”

W 26  Documentary “Mardi Gras Made in China” (also available at Lilly)
       Suggested Reading:
       Gereffi, “Introduction: Global Commodity Chains”
       Gereffi, “The Organization of Buyer-Driven Global Commodity Chains”

Week 13
March  M 31  Fuentes & Ehrenreich, “Women in the Global Factory I & 2”
         Timmerman, “Where am I Wearing”
         Suggested: Fernandez Kelly, “Gender and International Development”

April  W 2  Sassen “The Making of International Migrations”
       Hellman “Mexican Migrants”
       Suggested:
       Yamanaka Keiko, “Nepalese Labor Migration to Japan: From Global
       Warriors to Global Workers”
       Documentary: H2 Worker
       Schlosser, “The Most Dangerous Job”
       Kandel. “Meat Processing Firms attract Hispanic workers to Rural America”
       Barndt, “Tangled Routes”

*(List of sources and an annotated bibliography due by end of class)*
Week 14
April  M 7
Halimi, “When Market Journalism invades the world”
Barber, “Jihad vs. McWorld”
Abu Lughod, Janet. “Going beyond the Global Babble”
Suggested:
Barndt, “Arch Deluxe with a Smile”
Pieterse, “Globalization as Hybridization”

W 9
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”

Week 15
April  M 14 Document: “Thirst”
Suggested Reading:

April  W 16
Cavanagh, et al, “Ten Principles for Sustainable societies”
Smith & Dolan, “Ethical Trade”
Lappe & Collins, “Hunger”
Suggested Reading:
Cavahagh, “Alternatives in Action”

Week 16
April  M 21 General Review
Susan George, “Another World is Possible if”
Poppendick, “Want Amid Plenty”
Suggested reading:
Sklair, “The Globalization of Human Rights”
Bardhan & Yao, “Will China be the next super power?”
Harcourt, “the Millennium Development Goals: A missed Opportunity?”

W 23 Exam II
*Country Case Study Paper due as a hard copy on Friday April 25, by 4 p.m. (details in class)