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 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 through a collaborative comparative 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 Guidelines

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.

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 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)

B. Exams (50%)

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 25% 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: 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.)
D. Short Essay (10%)
This short paper is a written response and reflection on an assigned documentary (excluding the first documentary on August 27) and that critically engages and connects at least one concept from the assigned readings. (A 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 – 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

Tentative Class Schedule
(Tentative as some readings may be shuffled around or changed depending on how our class discussion goes as we go along. Make sure that you pay attention to any communication between us regarding this matter in class, and it is a good idea to check your email before coming to class.)

Week 1
August
M25 Introduction

W27 Documentary, “The Colonial Misunderstanding”
(also available at Lilly)
Suggested:

Week 2
September
McMichael, “Instituting the Development Project”
September   **W3 Development Theories I**
Peet and Hartwick, “Historical Stages of Growth”
Mclelland, “The Achievement Motive in Economic Growth”
Lewis, “The Culture of Poverty”

Week 3
September   **M 8**  McMichael, “The Development Project: International Relations”
[Short In-Class Documentary & discussion: “Toxic Tears”]
Suggested Reading:

Suggested:
Anderson, “Ch.2: Cultural Roots”
Neuman, “Democracy, Nationalism, and the Nation State”

Week 4
September   **M 15**  Documentary: Drowned Out (available also at Lilly)

W 17  Neuman, “Power, the State, Hegemony, and Struggle”
Chatterjee, “Whose Imagined Community?”
Suggested:
Cambridge Dictionary of Sociology: “Hegemony”
Lines of Control: Partition as a Productive Space”
edited by Dadi & Nasar (selected articles)
Lukas & Purkayastha, “Where is home?”

Week 5
September   **M 22**  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”

W 24  Shaeffer, “Debt Crisis and Globalization”
McMichael “Globalizing National Economy”
Suggested :
Frank, “Richistan”
Week 6
September M 29 Documentary “Life and Debt” *(also available at Lilly)*
Suggested:
Bradshaw & Wallace, “The Americas: Reinventing Ourselves”
Prashad. “Kingston”

October W 1 *Critical View on Development*
Chang, “Free Market Policies Rarely Make Poor Countries Rich”
  “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
Chang, “There is no such Thing as a free market”
 Therborn, “The Current World Stage”

*(Submit name of team members for collaborative research project via Sakai drop box by 5 p.m.)*

Week 7
October M 6 *Alternative Definitions*
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”

W 8 Exam I

Week 8
October M 13 *No Class- Fall Break*

W 15 Documentary ““Mardi Gras Made in China” *(also available at Lilly)*
Suggested Reading:
Gereffi, “The Organization of Buyer-Driven Global Commodity Chains”

Week 9
October M 20 Gereffi, “Global Commodity Chains”
Fuentes & “Ehrenreich,Women in the Global Factory I & 2”
Suggested:
Fernandez Kelly, “Gender and International Development”
Timmerman, “Where am I Wearing”
Bair, “Global Commodity Chains: Genealogy and Review”
October  W 22 Bradshaw & Wallace, “Asia: An Emerging Giant”
[Short in-class documentary on Chinese development]
Suggested:
Prashad. “Singapore”
Bardhan & Yao, “Will China be the next super power?”

Week 10
October  M 27 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”

W 29 Bradshaw & Wallace, “The Americas”
Suggested:
Teichman, “Chile,” “Mexico”

Week 11
November  M 3 Sassen “The Making of International Migrations”
Hellman “Mexican Migrants” (selected chapters)

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”

W 5 Mexican Migrants
Guest Lecture, Felicia Arriaga, Duke University
 Accompanying reading material to be discussed in class.

Week 12
November  M 10 Bradshaw & Wallace, “Africa: a Continued Decline”
Lappe & Collins, “Hunger”
Chang, “Africa is not destined for underdevelopment”
Suggested:
Documentary: “T-Shirt Travels”
W 12  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 13  November  M 17  Halimi, “When Market Journalism invades the world”
      Barber, “Jihad vs. McWorld”
      Abu Lughod, Janet. “Going beyond the Global Babble”
      Suggested:
      Pieterse, “Globalization as Hybridization”

W 19  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”
      Sklair, “The Globalization of Human Rights”
      Harcourt, “the Millennium Development Goals: A missed Opportunity?”

Week 14  November  M 24  Exam II

W 26  No Class - Thanksgiving Recess

Week 15  December  M 1  No class. Office hours during class time. Work on your team paper.

W 3  Paper due as a hard copy at beginning of class.