Sociology of Economic Development
Sociology 3435-001
Fall 2009 Syllabus

Instructor: Marti Morris, MA/PhD student
Office: BEHS 416
Hours: after class and by appointment
Email: marti.morris@soc.utah.edu
Website: WebCT (will use regularly)
Meeting: M/W/F 11:50AM-12:40PM BEHS 102

Course summary (No Prerequisite):
Economic development has been uneven across nations. In the last several decades, while a few countries have achieved phenomenal economic growth, there are also many countries in the world that gained little economically. This course addresses economic growth and development by looking into the causes and processes behind the development and underdevelopment of "newly industrialized countries" and "less-developed countries" (LDCs). Social and economic factors associated with growth and their effects on society are discussed with special attention to the state, social structure, the market, human and capital resources, international trade, and particularly, globalization.

Course Objectives (Upon successful completion of this course, students should be able to):
− Convey knowledge of basic historical foundations regarding world economic development
− Critically evaluate and apply competing perspectives (causes/processes/consequences) of economic development and underdevelopment in the current world context
− Understand and investigate the degree and nature of inequality in world economic growth and development
− Cite innovative and insightful ways for alleviating this inequality
− Improve critical thinking skills including an ability to identify, evaluate and engage with claims
− Practice and refine oral and written communication skills

Required Reading (Readings should be completed before the assigned date):

Recommended Reading

*This class has intensive reading assignments. Students will have to learn concepts both from economics and sociology. Some may find the first textbook somewhat difficult to read due to unfamiliarity to economic terms.
Course Requirements:

1. **Participation: (30%)**
   Your participation is vital to the success of this course as it is a high percentage of your overall grade. This portion of your grade is evaluated by the following components—class participation and weekly discussion question. For more information on acceptable discussion and participation, please see class policies on class conduct below. Additionally, each Monday by 10 am, unless otherwise instructed, you will be required answer a discussion question posted in WebCT & reply to 2 other students. These will be graded as follows: 1-needs improvement, 2-acceptable, 3-exceeds expectation. Other periodic assignments may be included throughout semester online or handed out in class to aid in your understanding.

2. **Paper I: Historical Foundations of Economic Development: (20%) 3-4 pages due Mon 9/28 5pm on WebCT**
   In this paper, I expect students to convey knowledge of basic historical foundations regarding world economic development drawn from first four weeks of reading and class discussion. See WebCT for further details. Grade will be scored out of 100.

3. **Paper II: Theories of Economic Development: (20%) 4-5 pages due Mon 11/23 5pm on WebCT**
   In this paper, I expect students to address two parts. Part one should summarize foundational and competing perspectives including causes, processes, and consequences of economic development and underdevelopment. Part two should provide a critical assessment of the foundational theories illustrating how contemporary theories weave in and out of this framework. This section requires synthesis, comparison and evaluation. See WebCT for further details. Grade will be scored out of 100.

4. **Final Project: Case Study (30%) PowerPoint Presentations in class 12/2 – 12/11 (PowerPoint to be submitted by 12/11 5 pm on WebCT)**
   This final project should build from your first two assignments and express your ability to apply all covered material within the current world context. Your topic should investigate the degree and nature of economic growth and development in a specific country. Here you will have three parts as follows to address and can divide work in any way your group desires. 1) Introduction & Theoretical Framework, 2) Discussion of Country, & 3) Recommendations for Development. Your final score will reflect not only your final presentation, but the feedback you provide other groups and anonymous group member evaluations of your contribution. See WebCT for further details. Grade will be scored out of 100.

**Grading Scale** (I do not grade on a curve, your grade is what you earn)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94%-100%</td>
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<tr>
<td>A-</td>
<td>90%-93.9%</td>
</tr>
<tr>
<td>B</td>
<td>84%-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-83.9%</td>
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<tr>
<td>C</td>
<td>74%-76.9%</td>
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<tr>
<td>C-</td>
<td>70%-73.9%</td>
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<tr>
<td>D</td>
<td>64%-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60%-63.9%</td>
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<tr>
<td>D+</td>
<td>67%-69.9%</td>
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<tr>
<td>E</td>
<td>0%-59%</td>
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**Class Policies**

1. **Class Conduct:** Active and constructive class participation is a central component of this course. If you are not here, it becomes impossible to evaluate class participation. However, simply attending is not enough. Class exercises and classroom discussions also encourage the application of course material and critical thinking. Active, constructive, and engaged class participation will raise final course grades. Students who are disrespectful, unprepared, overly dominate class discussion, or who fail to engage positively in classroom dialogue, will have an opportunity to meet with the instructor to discuss ways to develop more positive contributions to classroom dialogue. Ongoing problems with negative contributions will result in a lowered class grade. At times we will discuss controversial subjects and there will be disagreement. This is expected and healthy. However, at all times, I expect students to be respectful of each other and of me. I will not tolerate personal attacks. Nor do I tolerate disruptive behavior. Talking to other students, receiving phone calls, text messaging, or playing games during lecture. All constitute class disruptions that will result in your being asked to leave class.

2. **Submitting Papers.** Everything you submit will be done in WebCT unless otherwise indicated. Discussion questions should be posted without attachment to discussion board. All papers/assignments should be attached to WebCT assignment and accordingly must be typed, double-spaced, 12 point font, 1 inch margins with your name in the upper right hand corner of the first page. All papers must reference work cited. Failure to comply with required formatting will result in point deduction. Late papers will not be accepted unless circumstances warrant a short-term extension.

3. **Academic Honesty:** Violations of the student code of ethics including cheating and plagiarism will result in a failing grade of the assignment and/or the course. This applies to all components of the course. Other forms of academic misconduct will be dealt with accordingly. For further details, see the University of Utah Student Code of Conduct.

4. **Americans with Disabilities Act (ADA):** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
Course outline and reading schedule
Note that this outline is tentative. Discussion and assignment dates may change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
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| 1    | 8/24 to 8/28 | **Part I: An Overview of Economic Development**  
Income Levels & Economic Growth around the World |                           |
| 2    | 8/31 to 9/4 | Development Imperative & Globalization  
Readings: C&D Ch1 & McM Ch1 |                           |
| 3    | 9/7 to 9/11 | Measuring Economic Growth & Development  
Readings: C&D Ch2  
**NO CLASS 9/7 for Labor Day** |                           |
| 4    | 9/14 to 9/18 | Development in Historical Perspective: The Development Project  
Readings: McM Ch2-3 |                           |
| 5    | 9/21 to 9/25 | Development in Historical Perspective: The Globalization Project  
Readings: McM Ch4-7 |                           |
| 6    | 9/28 to 10/2 | **Part II: Theoretical Foundations of Economic Development**  
Classic Theories & Neoclassical Growth Theories  
Readings: C&D Ch4  
**Paper I due 9/28 by 5pm on WebCT** |                           |
| 7    | 10/5 to 10/9 | Theories of Modernization & Dependency  
Readings: C&D Ch5-6  
***class observation 10/7*** |                           |
| 8    | 10/12 to 10/16 | **NO CLASS Fall Break** |                           |
| 9    | 10/19 to 10/23 | **Part III: Contemporary Theories of Economic Development**  
The State as a Potential Agent of Transformation: Embedded Autonomy  
Readings: C&D Ch7 |                           |
| 10   | 10/26 to 10/30 | Endogenous Growth Theories & New Strategies for Development  
Readings: C&D Ch8 |                           |
| 11   | 11/2 to 11/6 | The Industrialization Process: Step 1--Initial Structural Transformation  
Readings: C&D Ch9 |                           |
| 12   | 11/9 to 11/13 | The Industrialization Process: Step 2--Strategy Switching  
Readings: C&D Ch10 |                           |
| 13   | 11/16 to 11/20 | Wrap up: Development, Human Resources & Human Welfare  
Readings: C&D Ch12 |                           |
| 14   | 11/23 to 11/27 | Catch-up and Review/Time in Class to meet with group for final projects  
**Paper II due 11/23 by 5pm on WebCT**  
Attendance on 11/23 is critical toward completing final project!!!!  
**NO CLASS 11/25 and 11/23 for Thanksgiving Break** |                           |
| 15   | 11/30 to 12/4 | **Part IV: Rethinking Development**  
Development for What? and its Counter-movements  
Readings: McM Ch8-9 (suggested)  
Student Presentations of Final Projects 12/2-12/11 |                           |
| 16   | 12/7 to 12/11 | Student Presentations of Final Projects 12/2-12/11  
**Pizza for lunch 12/11!!!! (please email requests or restrictions by 12/9)** |                           |
| 17   | 12/14 to 12/18 | **NO CLASS Finals Week** |                           |