Instructor: Marti Morris, MA/PhD student
Office: BEHS 416
Hours: after class and by appointment
Email: marti.morris@soc.utah.edu
Website: http://www.soc.utah.edu/courses/tba
Meeting: Tu/Th 12:25PM-1:45 PM, Rm BEH S TBD

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." 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 their critical thinking skills including an ability to identify, evaluate and engage with claims
− Practice and refine their oral and written communication skills

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

*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/Weekly Assignments: (40 percent)
   Your participation is vital to the success of this course as it is a high percentage of your overall grade. If you are not here (whether we are meeting online or face to face), it becomes impossible to evaluate class participation, engagement in experiences, analysis, and inquiry. However, simply attending is not enough. Each Thursday, unless otherwise instructed you will be required to bring a 1 paragraph discussion question that critically engages with the week’s reading/assignment/lecture and generates relevant and constructive discussion. For more information on acceptable discussion and participation, please see class policies on class conduct below.

   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.
3. **Paper II: Causes, Effects & Processes of Economic Development** (15 percent) 2-3 pages due 7/11  
   In this paper, I expect students to address two parts. Part one should summarize competing perspectives including causes, processes, and consequences of economic development and underdevelopment. Part two should provide a critical assessment of these theories.

4. **Final Project: Case Study** (30 percent) 4-6 pages and presentation due 8/8  
   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 inequality in world economic growth and development in a specific country or location. Here you will again have two parts. Part one should be approximately 1-2 pages and more concisely convey the historical foundations of economic development and identify relevant theories of development to your specific topic. Part two should be 2-4 pages and specifically describe your chosen case from approved list and cite specific success patterns or potential innovative and insightful ways for alleviating unequal development.

   *All papers will be evaluated for submission to “Social Dialogue”, a peer journal developed at the University of Utah Sociology Department.*

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</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>87%-89.9%</td>
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<tr>
<td>B</td>
<td>84%-86.9%</td>
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<tr>
<td>B-</td>
<td>80%-83.9%</td>
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<tr>
<td>C+</td>
<td>77%-79.9%</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>67%-69.9%</td>
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<tr>
<td>D</td>
<td>64%-66.9%</td>
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<tr>
<td>D-</td>
<td>60%-63.9%</td>
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<tr>
<td>E</td>
<td>0%-59.9%</td>
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### Class Policies

1. **Class Conduct:** Active and constructive class participation is a central component of this course. 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, 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.** All papers must be typed, double-spaced, 12 point font, 1 inch margins, double-sided and staples in upper left corner with your name, course title, and assignment name in the upper right hand corner of the first page. To ensure proper citation practice, use standard [ASA style](https://apastyle AMA). Do not email your papers unless you are directed to do so. Papers are due in class on the day listed above. 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](https://www.utah.edu/student-life/student-organization/student-conduct-code-of-conduct.html). Don’t do it! It’s just not worth it!

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 test dates may change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| 1    | 5/21 to 5/23 | Part I: An Overview of Economic Development | Income Levels & Economic Growth around the World  
World Bank, Global Development Indicators, Washington D.C.,  
World Bank; World Development Report, various years, Oxford University Press |
| 2    | 5/28 to 5/30 | Development Imperative & Globalization  
Readings: C&D Ch1  
McM Ch1 |
| 3    | 6/4 to 6/6 | Measuring Economic Growth & Development  
Readings: C&D Ch2 |
| 4    | 6/11 to 6/13 | Development in Historical Perspective  
Readings: C&D Ch3  
McM Ch2 |
| 5    | 6/18 to 6/20 | Part II: Economic & Sociological Perspectives of Development & Underdevelopment  
Classic Theories & Neoclassical Growth Theories  
Readings: C&D Ch4  
Paper I due 6/20 |
| 6    | 6/25 to 6/27 | Theories of Modernization & Dependency  
Readings: C&D Ch6 |
| 7    | 7/2 to 7/4 | Class Cancelled for Holiday |
| 8    | 7/9 to 7/11 | Part III: The Structural Transformation  
The State as a Potential Agent of Transformation  
Readings: C&D Ch7  
Paper II due 7/11  
Topics determined for Paper III in class |
| 9    | 7/16 to 7/18 | Endogenous Growth Theories & New Strategies for Development  
Readings: C&D Ch8 |
| 10   | 7/23 to 7/25 | The Industrialization Process: Initial Structural Transformation, Strategy Switching & Industrial Transformation  
Readings: C&D Ch9 |
| 11   | 7/30 to 8/1 | Development, Human Resources & Human Welfare (Poverty, Inequality, Human Needs)  
Readings: C&D Ch12 |
| 12   | 8/6 to 8/8 | Part IV: Problems and Issues  
Globalizing National Economy & Third World  
Readings: McM Ch4-7  
Final due 8/8 |