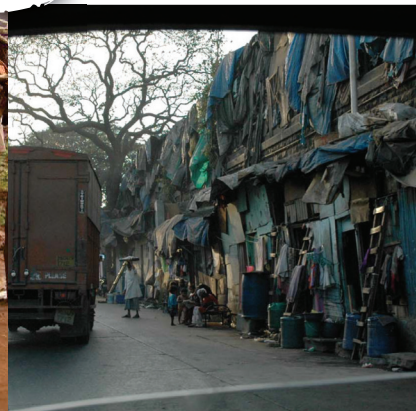


# SOC 3435: FALL 2012



## INEQUALITY, POWER, AND GLOBALIZATION

### SOC 3435 Online (Section 090) – Syllabus and Schedule

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<b>Instructor:</b> Yvette Young, <i>Graduate Teaching Assistant</i>	
<b>Email</b>	yvette.young@soc.utah.edu
<b>Office Location:</b>	BEH S 414
<b>Office Hours:</b>	By Appointment
<b>Class Website:</b>	<a href="https://learn-uu.uen.org/courses/157231">https://learn-uu.uen.org/courses/157231</a>

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*Human development is about much more than the rise and fall of national incomes. It is about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests. People are the real wealth of nations {Programme:2001up}.*

#### **Required Texts:**

McMichael, Philip. 2011. *Development and Social Change: A Global Perspective*. 5th Edition. Pine Forge Press. ISBN: 978-1412992077

Roberts, Timmons and Amy Hite. 2006. *The Globalization and Development Reader: Perspectives on Development and Global Change*. Malden, MA: Wiley-Blackwell. ISBN: 978-1-4051-3237-4

#### **Recommended Texts** (We will read selections from each of these):

Chang, Ha-Joon. 2008. *Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism*. New York: Bloomsbury Press. ISBN: 978-1-59691-598-5

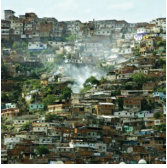
Chouinard, Yvon, and Vincent Stanley. 2012. *The Responsible Company: What We've Learned from Patagonia's First 40 Years*. Ventura, CA: Patagonia Press.

Davis, Mike. 2006. *Planet of Slums*. New York: Verso. ISBN: 978-1-84467-160-1

Elliott, Jennifer A. 2012. *An Introduction to Sustainable Development*. 4th ed. New York: Routledge. ISBN: 978-0-415-59073-0

Milanovic, Branko. 2005. *Worlds Apart: Measuring International and Global Inequality*. Princeton, New Jersey: Princeton University Press. ISBN: 978-0-691-13051-4

Sen, Amartya. 1999. *Development as Freedom*. New York: Anchor Books. ISBN: 978-0-385-72027-4



# INEQUALITY, POWER, AND GLOBALIZATION

## Course Description:

**SOC 3435**—Inequality, Power, and Globalization: (3 credit hours, no prerequisites)

*This course was formerly called “Sociology of Economic Development.” If you have previously taken SOC 3435 some material may be duplicated.* 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.

***This is a fully online course conducted via Canvas.***

*All assigned readings, lectures, assignments, and assessments are available beginning the first day of the semester. The deadlines on the Canvas Assignment, Syllabus and Modules pages are the final word on all deadlines. Students may finish course requirements early according to their own academic schedule but they may not complete the components late.*

## Computer Skills Required

Ability to use a web browser to surf the Canvas pages that serve as the primary medium for the course. If this is your first online course we recommend that you consider your readiness for learning online via Canvas. Each student is encouraged to complete the Readiness for eLearning quiz and follow the suggestions for improving your readiness with the corresponding orientation guides. It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course.

### Readiness for eLearning Quiz

<http://www.cerrocoso.edu/student-services/heather/quizaccess.htm>

## System Requirements:

Students may “attend” the on-line class lessons from anywhere with a computer and a reliable internet connection. You will need to be able to access the following types of files:

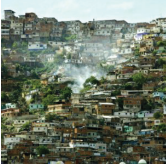
- Apple iBooks or PDFs
- PowerPoint or Keynote Slides
- MP3/MP4 audio files
- MPEG4, Quicktime or AVI video files

## What score did you earn in the technical assessment?

***If your score is 90-100:*** Online classes are a good option for you. You have many of the technical skills and equipment required to be successful in an online class.

***If your score is 75-90:*** It is likely that Online classes are good option for you. You may need to improve some of your technical skills and equipment before taking an online class. Please consider enrolling in an online class designed to orient you to the online environment.

***If your score is below 75:*** We would highly recommend enrolling in an online class designed to orient you to the online environment.



# INEQUALITY, POWER, AND GLOBALIZATION

## System Requirements (continued):

**Please note:** If you will be using the iBooks files most videos, and all lecture slides are embedded in the iBook. Some videos are only available as streaming video from the Marriott Library. If you will be using the PDF files instead of iBooks, hyperlinks to all videos and lecture slides are embedded in the PDF file.

Please contact the Uonline office for assistance or visit the Student Documents provided by the Technology Assisted Curriculum Center ([www.tacc.utah.edu/](http://www.tacc.utah.edu/)). Additional resources are available at the Canvas corporate support site for students (<http://guides.instructure.com/s/2204/m/4212>).

### Help Desk:

(801) 585-5959, M-F, 8am – 5pm  
[tacchelpdesk@utah.edu](mailto:tacchelpdesk@utah.edu)

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## Course Materials:

With the exception of the required textbooks, all course materials can be accessed online via Canvas.

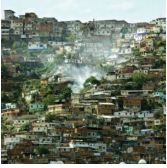
### Lessons



1. There are five iBook or PDF volumes (each comprising its own file) that correspond with the five different thematic sections of the course. For example, the first volume contains *Part 1: Inequality and Globalization Overview*, which covers the information for weeks one and two.
2. Each week of the class comprises a single chapter in the iBook or PDF file.
3. Each chapter is divided into manageable sections. You can complete an entire chapter in one sitting or work on individual sections as time allows.

### Using the iBook Lessons on an iPad

1. Import the lesson into iBooks using iTunes or DropBox.
2. Open your iBooks app.
3. Navigate through the lesson using the page thumbnails at the bottom of the screen or by swiping horizontally.
  - Some images can be expanded to fill the screen. To enlarge the image, touch the image and spread two fingers
4. Lectures are embedded in the pages of the iBook
  - Tap the screen (or click) to advance the slides.
  - Touch and spread two fingers to expand the lecture to fill the screen. Click the “x” to exit full-screen mode.
  - When the lecture is complete, swipe horizontally to go to the next page.



# INEQUALITY, POWER, AND GLOBALIZATION

## Using the PDF Lessons

- The PDF files contain hyperlinks for all interactive and media resources embedded in the iBooks.
- Lecture slides must be downloaded separately and viewed in Powerpoint or Keynote.
  - Powerpoint slides are downloadable as zipped files. When unzipped, the folder will contain slides and audio files. Audio files and slides must remain in the same folder for the slides to “play” properly.
- Links to videos within the PDF files will take you to a file on Canvas, online streaming at the Marriott Library (for which you will need to be logged in), or an external video link.

## Assignments

Assignments and course requirements for each section or topic are listed in the beginning of the relevant section of the iBook (or PDF). They are also listed on Canvas in three places: the Modules page, the Syllabus page, and the Assignments page. All assignments are due by noon on Monday. Due dates for specific assignments are noted on Canvas and in the “Schedule of Readings and Assignments” on page 9 below. If Monday is a holiday, that week’s assignments will be due on Tuesday before noon.

### Late Assignment Submissions:

This online course has set due dates for all assignments, assessments, and discussions. All submissions are due by noon on the date listed, usually a Monday. Any assignment received even one minute after the deadline or later will be considered late.

- The Canvas clock is the final word on the time “stamp” on all assignments, assessments, discussions, and other submissions.
- All late submissions will be penalized 10% per day or portion of day late.
- No assignment will be accepted that is over 7 days late.

The only exceptions to this policy are those due to officially sanctioned University activities, religious holidays, and illness with medical documentation. Please plan ahead in order to submit assignments early or no later than the deadline to avoid the loss of points due to late submissions or missed opportunities.

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## Weekly Announcements:

Your instructor will post weekly reminders for upcoming assignments, new information, assignment and assessment deadlines, and other pertinent course related information. Announcements can be accessed on the class website.

*In order to receive these weekly announcements in a timely manner, please set-up your Profile on Canvas to forward announcements to your email, SmartPhone, iPad, or other mobile device.* Instructions for how to set up notification preferences can be found in the Canvas tutorial lecture. (The lecture can also be found on page 4 of the first iBook).





# INEQUALITY, POWER, AND GLOBALIZATION

## Course Objectives

Upon successful completion of this course, students should be able to:

- Understand and investigate the degree and nature of inequality in world economic growth and development
- Convey knowledge of the basic historical foundations of global economic development
- Critically evaluate and apply competing theories of economic development and underdevelopment
- 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

## COURSE REQUIREMENTS:

Participation	15%
Assignments	15%
Paper	20%
Exam	20%
Final Project	30%
Total	100%

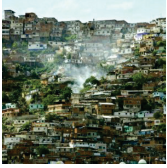
**Participation (15%):** Your participation is vital to the success of this course as it is a high percentage of your overall grade. This portion of your grade is evaluated by the following components—online discussion, participation in group video (or IM) chats and quizzes. For more information on acceptable discussion and chat participation, please see class policies on class conduct below. Additional information will be provided on the class website.

**Assignments (15%):** A handful of short assignments will be given throughout the semester. Instructions for each will be discussed in class lessons or slides and posted on the class website.

**Paper: Historical Foundations of Economic Development (20%):** 3-4 pages. In this paper, I expect students to convey knowledge of basic historical foundations regarding world economic development drawn from first few weeks of reading and class discussion. Additional information and an assignment rubric will be provided on the class website.

**Exam: Theories of Economic Development (20%):** This exam will cover the material from *Part 3: Development Theory*. The exam will primarily be essay questions. Additional information and instructions will be provided on the class website.

**Final Project (30%):** This final project should build from your first paper and exam and express your ability to apply all covered material within the current world context. There will be several options for the type of project you can complete, however all project types must contain the following three parts 1) Introduction and theoretical framework, 2) Discussion of background and context of the country or issue you are focusing on, and how this relates to development, and 3) Analysis and recommendations for development. All projects will required work equivalent to writing an 8-10 page research paper. Students will prepare for the final project by completing a few smaller assignments including the topic approval, the detailed outline and the annotated bibliography. Detailed descriptions of acceptable project types and their specific requirements can be found on the class website.



# INEQUALITY, POWER, AND GLOBALIZATION

## Teaching and Grading Style

This class will generally consist of lecture slides with audio, stand-alone slides, video, interactive-websites and other media. Other activities will include group work (via video chat or instant messaging), self-directed learning, viewing films, etc. Grading will reflect an emphasis on critical thinking and engagement with the readings. Understanding of basic concepts is a precondition to critical thinking, however, in general, memorization is not required, and use of reference material is encouraged. Quizzes and tests consist of essay questions to assess both knowledge and critical thinking. All papers will be graded for content and organization, with special attention to the student's critical analysis (e.g. discussion and conclusions).

## Grading Scale

A	94-100
A-	90-93.9
B+	87-89.9
B	84-86.9
B-	80-83.9
C+	77-79.9
C	74-76.9
C-	70-73.9
D+	67-69.9
D	64-66.9
D-	60-63.9
E	0-59.9

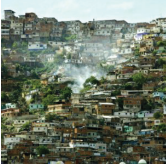
## Please note the following FAQs relating to the course requirements:

- **It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course.**
- Equipment failures will not be an acceptable excuse for late or absent assignments.
- You are responsible for making sure your assignments, including attachments, are received before the deadline **and in a readable format**. Please ensure you have attached the correct file before closing the Canvas Assignment page.
- You are responsible for submitting the assignment in the required format, with the required naming convention, correct file extension, and using the software type and version required for the assignment.
- Canvas uses electronic dating to close (the Assignment Drop Box, Discussion Postings, and Assessments/Quizzes), so late submissions over one week late will be locked out.
- The instructor may elect to use an online plagiarism detection service in this course.

## STUDENT ABSENCES:

Although this is an online class, regular "attendance" is required. ***Students must log into Canvas on a weekly basis to meet minimum attendance requirements.*** The University expects regular attendance at all class meetings. You are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined by the instructor. If you fail to access the Canvas resources for the first week, you may be required to withdraw from the course. If you are absent from class

(or fail to log in to Canvas on a weekly basis) to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor's approval, you will be permitted to make up both assignments and examinations within one week of the excused absence. The involved students must deliver written documentation of absence to their instructors, preferably before the absence but in no event later than one week after the absence.



# INEQUALITY, POWER, AND GLOBALIZATION

## Class Policies

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

Students who are distracting to the instructor and/or other students may be asked to leave the classroom. This includes students enrolled in an online course who should follow basic netiquette and professional behavior via the online course delivery. “Netiquette” stands for “Internet Etiquette”, and refers to the set of practices developed over the years to make the online course experience pleasant for everyone. Like other forms of etiquette, netiquette is primarily concerned with matters of courtesy in communications.

Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically:

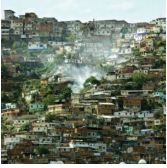
- Be open-minded and supportive to all viewpoints, even with you do not agree.
- Speak with respect to each other and the instructor.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Profanity or off-color language and photos are never appropriate.
- Using angry or abusive language is called “flaming;” it is not acceptable and will be dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ?????.
- Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- The following guidelines for conduct during public chats have been established to provide a sense of order:
- The instructor serves as the chat room moderator.
- Once the chat begins, please avoid greeting your classmates as they enter the chat room.
- If you have a question, please type a “?” and wait until the instructor calls/types your name. This is equivalent to raising your hand in a traditional classroom.
- When you want to make a comment, please type a “!” and wait until the instructor types your name. Again, this is equivalent to raising your hand in a traditional classroom.
- Please see the Canvas Chat guide to learn more about using the Chat tool.

If everyone follows the etiquette guidelines, our discussions/chats will be productive, engaging, and productive.

## Accommodation Statement:

“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 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.” ([www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/))”

“Reasonable accommodations will be made for students with physical, cognitive, systemic, learning or psychiatric disabilities. Please notify your instructor or the Program Coordinator of pertinent disabilities at the first class session. Disabilities must be listed on the “Participant Agreement, Release, and Acknowledgment of Risk” form. The Department of Parks, Recreation and Tourism maintain an environment supportive of the Americans with Disabilities Act (ADA), and of non-discrimination.”



# INEQUALITY, POWER, AND GLOBALIZATION

## Accommodation Statement (continued):

If you need any modifications of the online course materials, alternative means to complete the online assessments, extended time to complete any aspect of the course due to a special need, please notify the instructor during the first week so that we may assist you to make these modifications in a timely manner.

## 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.

*The study of socio-economic development is a truly interdisciplinary venture. Analyzing the causes and consequences of social change requires crossing the conventional boundaries of academic social science...*

*...Socio-economic change shapes, and is shaped by, individual perceptions and beliefs, cultural patterns, economic organizations, methods of production and distribution, socio-political arrangements, and the international economy. The process of development is broad and all-encompassing. It is difficult to discount the importance of any social pattern or institution (David Jaffee, 1998).*

## COURSE OUTLINE AND SCHEDULE

<b>Part One:</b>	Weeks 1-2	<b><i>Inequality and Globalization Overview</i></b>
<b>Part Two:</b>	Weeks 3-4	<b><i>Development History</i></b>
<b>Part Three:</b>	Weeks 5-9	<b><i>Development Theory</i></b>
<b>Part Four:</b>	Weeks 10-14	<b><i>Issues in Globalization and Development</i></b>
<b>Part Five:</b>	Week 15	<b><i>Going Forward</i></b>

- Readings should be completed **prior to viewing the associated lecture.**
- All readings are listed in the order they should be read.
- Materials listed to *skim* should be read for main concepts. The more technical aspects (e.g. economic models and complicated equations) can be skipped.
- Optional readings and reference materials are listed for students who are interested in those topics, and may be used as “starting points” for final projects relating to those topics.
- DQ indicates a Discussion Question Assignment. Responses to discussion questions are public.
- RQ indicates a Response Question. Responses to these questions are visible only to the instructor.
- All assignments (except video chats) are listed twice on the schedule. They are noted in small print next to the lesson material to which they relate. They are also listed in the assignment column on the date they are DUE.
- Scheduling of video chats is at the discretion of the students, but must be completed by the due date noted. More information will be provided on this during the first week of class. The instructor will visit each group’s chat *briefly* to check “attendance,” gauge the quality of the discussion, answer student questions as necessary.



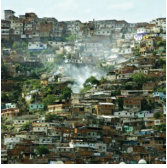


# INEQUALITY, POWER, AND GLOBALIZATION

## Schedule of Readings and Assignments

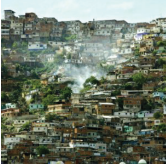
📖 Reading is in a required text  
 📖 Reading posted on Canvas (Click title to retrieve file)  
 🎬 Film (Click title to go to film)  
 🔗 Misc. Link

Date	Topics/Readings	Assignments
<b>Week 1</b>	<b>Part One: Inequality and Globalization Overview</b>	
8/20	Topic: Online Course Requirements (includes assignments: <a href="#">Intro DQ "Getting to Know You" and Technology Quiz</a> ) Lesson: iBook Volume Volume 1: Chapter 1, Section 1	
	Topic: Syllabus Review and Introductory Lecture Lesson: iBook Volume 1: Chapter 1, Section 2	
<b>Week 2</b>	<b>Part Two: Development History</b>	
8/27	Topic: Why Development? Lesson: iBook Volume 1: Chapter 2, Section 1 (includes assignment: <a href="#">RQ1</a> ) Readings: <span>📖</span> McMichael 2012: 1-24 <i>Optional: Ocampo, World Economic &amp; Social Survey: Overview and 1-28</i>	Intro DQ & Quiz Due: 8/27
	Topic: What is Development? Lesson: iBook Volume 1: Chapter 2, Section 2 (includes assignment: <a href="#">DQ1</a> ) Readings: <span>📖</span> Sen 1999: 3-13 <i>Optional: Chang 2008, 1-18</i> Film: <span>🎬</span> TED Talk: Hans Rosling, New Insights on Poverty	
	Topic: Measuring Development and Inequality Lesson: iBook Volume 1: Chapter 2, Section 3 Readings: <span>📖</span> Milanovic 2005: 1-27 <span>📖</span> Firebaugh 1999: 1597-1630 (read only the short section included in iBook) <i>Optional: Collier, The Bottom Billion, 1-11</i> <i>Optional: Baumol, "Productivity Growth, Convergence, and Welfare," 1072-1085</i> Film: <span>🎬</span> TED Talk: Paul Collier, The Bottom Billion	Page counts indicate total readings for the week (not including optional readings)  <b>NOTE: All pg counts are approximate.</b>  Page count: 65
<b>Week 3</b>	<b>Part Two: Development History</b>	
9/3	<b>Holiday</b> <b>Labor Day</b>	
9/4	Topic: History—Colonization and Beyond Lesson: iBook Volume 2: Chapter 3, Section 1 Readings: <span>📖</span> McMichael 2012: 26-54 (Read the main text, case studies are optional) <i>Optional: Chang 2008, 19-39</i>	DQ 1 & RQ 1 Due: 9/4
	Topic: History—The Development Project Lesson: iBook Volume 2: Chapter 3, Section 2 Readings: <span>📖</span> McMichael 2012: 55-79 (Read the main text, case studies are optional) <i>Optional: Sen 1999, 35-53</i> Film: <span>🎬</span> Maquilapolis ( <a href="http://stream.scl.utah.edu/index.php?c=details&amp;id=1756">http://stream.scl.utah.edu/index.php?c=details&amp;id=1756</a> )	Page count: 55



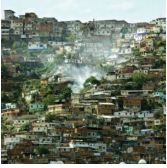
# INEQUALITY, POWER, AND GLOBALIZATION

Date	Topics/Readings		Assignments
<b>Week 4</b> 9/10	Topic Lesson Readings Film	Globalization iBook Volume 2: Chapter 3, Section 1 (includes Commodity Chain Assignment) 📖 McMichael 2012: 80-110 (Read the main text, case studies are optional) 📖 Sklair, 233-246 (in Roberts 2006) 🎬 Baraka ( <a href="http://stream.scl.utah.edu/index.php?c=details&amp;id=1641">http://stream.scl.utah.edu/index.php?c=details&amp;id=1641</a> )	Video Chat 1 Deadline 9/10
	Topic Lesson Readings	The Globalization Project iBook Volume 2: Chapter 4, Section 2 (includes DQ2 and Instructions for Paper 1) 📖 McMichael 2012: 150-182 (Read the main text, case studies are optional) 📄 Milanovic 2005: 139-148	Page count: 70
<b>Week 5</b> 9/17	<b>Part Three</b> Topic Lesson Readings	<b>Development Theory</b> Modernization Theory iBook Volume 3: Chapter 5, Section 1 📄 Todaro 2008: 109-137 📄 Rostow 1960: 4-16 (Read order: Todaro 109-111, Rostow, Todaro 112-121 & 126-137)	Commodity Chain Assign. & DQ 2 Due: 9/17
	Topic Lesson Readings Film	NeoClassical Economics iBook Volume: Chapter 5, Section 2 (includes Quiz 1) 📄 Chang 2008: 122-144 🎬 The Big Sellout*	
	Topic Lesson Readings Film	Endogenous Growth Theory iBook Volume: Chapter 5, Section 3 📄 Cypher 2009: 220-231, 246-254 🎬 How Technology and Innovation Drive Economic Growth	Page count: 80
<b>Week 6</b> 9/24	Topic Lesson Readings Film	Structuralist Theories iBook Volume 3: Chapter 6, Section 1 📄 Jomo KS 2005: 128-145 📖 Frank, 76-84 (in Roberts 2006) 🎬 The Debt of Dictators*	Paper 1 & Quiz Due 9/24
	Topic Lesson	Dependency Theory iBook Volume 3: Chapter 6, Section 2	



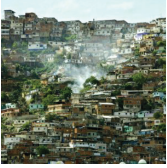
# INEQUALITY, POWER, AND GLOBALIZATION

Date	Topics/Readings	Assignments
	Readings <ul style="list-style-type: none"> <li>📖 Cardoso, 85-94 (in Roberts 2006)</li> <li>📖 Dos Santos, 231-236 (in Roberts 2006)</li> </ul>	Page count: 40
<b>Week 7</b> 10/1	Topic: Foreign Investment Lesson: iBook Volume 3: Chapter 7, Section 1 (includes DQ3) Readings: <ul style="list-style-type: none"> <li>📖 Chang 2008: 84-102</li> <li>📖 Chase-Dunn, 720-738 (in Roberts 2006)</li> </ul>	Video Chat 2 Deadline: 10/1
	Topic: Labor Lesson: iBook Volume 3: Chapter 7, Section 2 (includes RQ2) Readings: <ul style="list-style-type: none"> <li>🔗 Webpage: The World Bank on Informal Labor</li> <li>📖 Portes 1983: 151-174</li> </ul> Film: <ul style="list-style-type: none"> <li>🎥 A Killer Bargain (<a href="http://stream.scl.utah.edu/index.php?c=details&amp;id=7630">http://stream.scl.utah.edu/index.php?c=details&amp;id=7630</a>)</li> </ul>	
	Topic: Institutions Lesson: iBook Volume 3: Chapter 7, Section 3 Readings: <ul style="list-style-type: none"> <li>📖 North 1990, 107-117</li> </ul>	Page count: 70
10/8	Fall Break	
<b>Week 8</b> 10/15	Topic: Meso-level Theories of Development—Decentralized Development Lesson: iBook Volume 3: Chapter 8, Section 1 (includes Video Chat Group Exercise: Country Budget) Exam and instructions posted: due in 2 weeks Readings: <ul style="list-style-type: none"> <li>📖 Davis 2006: 70-94</li> <li><i>Optional: Decentralized Development: Banerjee and Duflo</i></li> </ul>	DQ 3 & RQ 2 Due: 10/15
	Topic: Meso-level Theories of Development—Social Capital Lesson: iBook Volume 3: Chapter 8, Section 2 (includes assignment: Class Project Topic) Readings: <ul style="list-style-type: none"> <li>📖 Putnam 1993: 163-185</li> </ul>	
	Topic: Meso-level Theories of Development—Deliberative Democracy Lesson: iBook Volume 3: Chapter 8, Section 3 Readings: <ul style="list-style-type: none"> <li>📖 Fung 2003: 3-41</li> </ul>	Page count: 80
<b>Week 9</b> 10/22	Topic: Micro-level Theories of Development—Agriculture Lesson: iBook Volume 3: Chapter 9, Section 1 Readings: <ul style="list-style-type: none"> <li>📖 Johnston 1961: 566-593</li> <li><i>Optional: Byerlee 2005: 1-9 and 34-41</i></li> </ul>	Group Exercise (Country Budget) & Class Project Topic Due:
	In Class Lesson: Micro-level Theories of Development—Microfinance iBook Volume 3: Chapter 9, Section 2	10/22



# INEQUALITY, POWER, AND GLOBALIZATION

Date	Topics/Readings	Assignments
	Readings <ul style="list-style-type: none"> <li>📄 Yunus 2001: 61-83</li> <li>📄 Selinger 2008: 27-41</li> </ul> Film <ul style="list-style-type: none"> <li>🎬 TBA</li> </ul>	
	Topic: Economic vs. Human Development Lesson: iBook Volume 3: Chapter 9, Section 3 Readings <ul style="list-style-type: none"> <li>📄 Ranis and Stewart 2007: 32-52</li> <li><i>Optional: Sen 1999: Chapter 4</i></li> </ul>	Page count: 85
<b>Week 10</b>	<b>Part Four: Issues in Globalization and Development</b>	<b>Exam Due:</b>
10/29	Topic: Migration Lesson: iBook Volume 4: Chapter 10, Section 1 Readings <ul style="list-style-type: none"> <li>📄 Massey 1988: 383-413</li> <li>📄 Ehrenreich 2004: 1-13</li> </ul>	10/29
	Topic: Urbanization & Slums Lesson: iBook Volume 4: Chapter 10, Section 2 Readings <ul style="list-style-type: none"> <li>📄 Davis 2006: 1-37</li> </ul>	Page count: 80
<b>Week 11</b>	Topic: Demographics and Health Lesson: iBook Volume 4: Chapter 11, Section 1 Readings <ul style="list-style-type: none"> <li>📄 Cypher 2009: 391-405</li> <li>📄 Boserup 1989: 45-60</li> </ul>	<b>Video Chat 3</b> <b>Deadline: 11/5</b>
	Topic: Education Lesson: iBook Volume 4: Chapter 11, Section 2 (includes DQ4) Readings <ul style="list-style-type: none"> <li>📄 Psacharopoulos 1985: 583-594</li> <li>📄 Becker 1994: 323-350</li> <li><i>Optional: Benhabib 1994</i></li> </ul> Film <ul style="list-style-type: none"> <li>🎬 A Global Roll Call: The Need for Education Worldwide, Part 1: Time For School - The Global Education Crisis (<a href="http://stream.scl.utah.edu/index.php?c=details&amp;id=8513">http://stream.scl.utah.edu/index.php?c=details&amp;id=8513</a>)</li> </ul>	Page count: 65
<b>Week 12</b>	Topic: Gender and Development Lesson: iBook Volume 4: Chapter 12, Section 1 (includes Annotated Bibliography assignment) Readings <ul style="list-style-type: none"> <li>📄 Mies 1998: 112-144</li> <li>📄 Sen 2011: 123-149</li> </ul>	<b>DQ 4 Due:</b>
11/12		11/12
	Topic: Gender and Development	



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Date	Topics/Readings	Assignments
	Lesson iBook Volume 4: Chapter 12, Section 2 Readings 📄 Sen 1999: 189-203 Film 🎬 Marilyn Waring: If Women Counted*	Page count: 70
<b>Week 13</b> 11/19	Topic Culture and Consumption Lesson iBook Volume 4: Chapter 13, Section 1 Readings 📄 Chang 2008: Chapter 7 🔗 2 Short Online Articles <i>Optional: Sen 1999: 227-248</i> Film 🎬 Choionard Talk*	Video Chat 4 Deadline: 11/19 & Annotated Bibliography Due: 11/19
	Topic Environment & Development Lesson iBook Volume 4: Chapter 13, Section 2 (includes Carbon Footprint assignment) Readings 📄 Parks 2008: 621-648 <i>Optional: Human Development Report, Ch4: 66-85</i> <i>Optional: Evans 2002: 1-31</i> <i>Optional: Grimes and Kentor 2003: 261-275</i>	
	Topic Sustainable Development Lesson iBook Volume 4: Chapter 13, Section 3 Readings 📄 Elliott 2012: 102-135 <i>Optional: Douglass, et. al. in Evans 2002, 31-66</i> Film 🎬 The 11th Hour ( <a href="http://stream.scl.utah.edu/index.php?c=details&amp;id=1642">http://stream.scl.utah.edu/index.php?c=details&amp;id=1642</a> )	Page count: 80
<b>Week 14</b> 11/28	Topic Conflict Lesson iBook Volume 4: Chapter 14, Section 1 Readings 📖 Huntington, 22-49 (in Roberts 2006) 📄 Muller 1987: 425-451	Carbon Footprint Due: 11/28
11/30	Topic Conflict and Human Rights Lesson iBook Volume 4: Chapter 14, Section 2 Readings 📖 Duffield, 335-345 (in Roberts 2006) 📖 Fukuda-Parr, 369-389 (in Roberts 2006)	Page count: 80
<b>Week 15</b>	<b>Part Five</b> Topic Contesting Development Lesson iBook Volume 5: Chapter 15, Section 1 Readings 📄 McMichael 2010: 1-14 📖 Evans, 420-437 (in Roberts 2006) <i>Optional: McMichael, Contesting Development, 151-164, 199-214, 233-243</i>	
	Topic Going Forward Lesson iBook Volume 5: Chapter 15, Section 2	

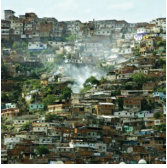




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