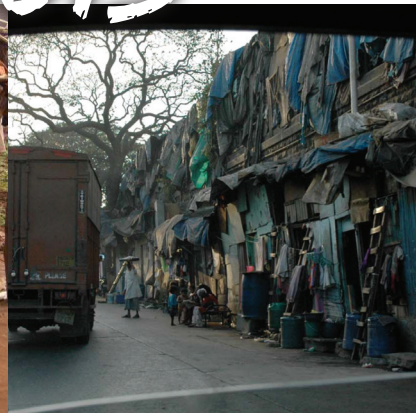


SOC 3435: SPRING 2013



INEQUALITY, POWER AND GLOBALIZATION

Spring 2013 Syllabus and Schedule

Tuesday 6:00 p.m. – 9:00 p.m., Sandy Campus Room 122

Instructor: Yvette Young, Graduate Teaching Assistant	
Email	yvette.young@soc.utah.edu
Office Location:	BEH S 414
Office Hours:	TBD
Class Website:	TBD

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

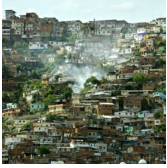
Chouinard, Yvon, and Vincent Stanley. 2012. *The Responsible Company: What We've Learned from Patagonia's First 40 Years*. Ventura, CA: Patagonia Press.

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 (3 credit hours, no prerequisites):

This course was formerly called “Sociology of Economic Development.” If you have previously taken that course some material may be duplicated in this course. 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:

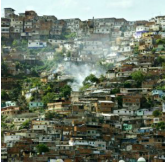
- Understand and investigate the degree and nature of inequality in world economic growth and development
- Convey knowledge of the basic historical foundations of global economic development
- Critically evaluate and apply competing theories of economic development and underdevelopment
- Cite innovative 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—class participation, quizzes and online discussion. For more information on acceptable discussion and participation, please see class policies on class conduct below. Other periodic assignments may be included throughout semester online or handed out in class to aid in your understanding. Quizzes will be graded on a 5-point scale. Online discussion participation will be graded on 3-point scale (1—needs improvement, 2—acceptable, 3—exceeds expectations).

Assignments (15%): A handful of short assignments will be given throughout the semester. Instructions for each will be discussed in class and posted on WebCT. Assignments will be graded on a 10-point scale.



INEQUALITY, POWER AND GLOBALIZATION

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. Grade will be scored out of 100.

Exam: Theories of Economic Development (20%): This exam will cover the material from all classes in Part 3: Development Theory. The exam will primarily be essay questions. Grade will be scored out of 100.

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. For your topic you can choose to focus on a single country or region, or you can focus on a specific issue. Your project should investigate the degree and nature of economic growth and human development relative to your country or issue.

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.

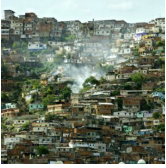
Possible project types might include: 8-10 page research paper, volunteer experience with short paper, case study presentations, in-depth commodity chain exploration, poster presentation, media analysis of a country/case. Topics and type of project will be submitted for approval early in the semester.

Project topic, project description and mind map (or annotated bibliography) will be turned in online. The required formats for the final project will be determined by the project type.

Additional details and expectations for all assignments will be discussed in class and posted on the class website. Formats for the papers are described in assignment rubrics and in the class policies.

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).



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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:

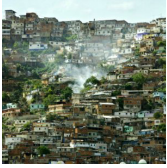
- Be open-minded and supportive to all viewpoints, even with you do not agree.
- Speak with respect to each other and the instructor.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Profanity or off-color language and photos are never appropriate.
- 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/)”

“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.

Teaching and Grading Style

This class will generally consist of 35% lecture, 35% discussion and 30% other activities. Other activities will include group work, 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. Occasional closed-book quizzes may be given in class to test understanding of key foundational concepts. All papers will be graded for content and organization, with special attention to the student's critical analysis (e.g. discussion and conclusions).

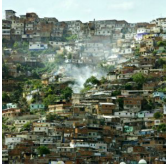
Grading Scale

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

Course Outline and Reading Schedule

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

- 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 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.
- All handful of assignments will be group assignments. Groups will generally meet in class, but will occasionally need to schedule additional meetings outside of class.

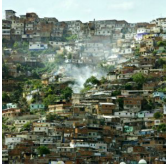


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Schedule of Readings and Assignments

📖 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
Week 1	Part One: Inequality and Globalization Overview	
1/8	Topic Syllabus Review and Introductory Lecture	
Week 2	Topic Why Development?	
1/15	Assign. Assignment: RQ1	
	Readings 📖 McMichael 2012: 1-24 <i>Optional: Ocampo, World Economic & Social Survey: Overview and 1-28</i>	
	Topic What is Development?	
	Assign. Assignment: DQ1	
	Readings 📄 Sen 1999: 3-13 <i>Optional: Chang 2008, 1-18</i>	
	Film 🎬 TED Talk: Hans Rosling, New Insights on Poverty	
	Topic Measuring Development and Inequality	Page counts indicate total readings for the week (not including optional readings) NOTE: All pg counts are approximate.
	Readings 📄 Milanovic 2005: 1-27 📄 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 🎬 TED Talk: Paul Collier, The Bottom Billion	Page count: 65
Week 3	Part Two: Development History	DQ 1 & RQ 1
1/22	Topic History—Colonization and Beyond	Due: 1/22
	Readings 📖 McMichael 2012: 26-54 (Read the main text, case studies are optional) <i>Optional: Chang 2008, 19-39</i>	
	Topic History—The Development Project	
	Lesson iBook Volume 2: Chapter 3, Section 2	
	Readings 📖 McMichael 2012: 55-79 (Read the main text, case studies are optional) <i>Optional: Sen 1999, 35-53</i>	
	Film 🎬 Maquilapolis (http://stream.scl.utah.edu/index.php?c=details&id=1756)	Page count: 55
Week 4	Topic Globalization	
1/29	Assign. Commodity Chain Assignment	
	Readings 📖 McMichael 2012: 80-110 (Read the main text, case studies are optional) 📖 Sklair, 233-246 (in Roberts 2006)	
	Film 🎬 Baraka (http://stream.scl.utah.edu/index.php?c=details&id=1641)	
	Topic The Globalization Project	
	Assign. DQ2 and Instructions for Paper 1	
	Readings 📖 McMichael 2012: 150-182 (Read the main text, case studies are optional)	Page count: 70



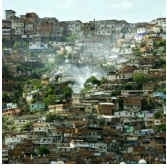
INEQUALITY, POWER, AND GLOBALIZATION

Date	Topics/Readings	Assignments
Week 5 2/5	Part Three Development Theory Topic Modernization Theory Readings <ul style="list-style-type: none"> 📄 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: 2/5
	Topic NeoClassical Economics Assign. Quiz 1 Study Guide Readings <ul style="list-style-type: none"> 📄 Chang 2008: 122-144 Film <ul style="list-style-type: none"> 🎬 The Big Sellout* 	
	Topic Lesson Endogenous Growth Theory Readings <ul style="list-style-type: none"> 📄 Cypher 2009: 220-231, 246-254 Film <ul style="list-style-type: none"> 🎬 How Technology and Innovation Drive Economic Growth 	Page count: 80
Week 6 2/12	Topic Structuralist Theories In Class Quiz Readings <ul style="list-style-type: none"> 📄 Jomo KS 2005: 128-145 📖 Frank, 76-84 (in Roberts 2006) Film <ul style="list-style-type: none"> 🎬 The Debt of Dictators* 	Paper 1 Due: 2/12
	Topic Lesson Dependency Theory iBook Volume 3: Chapter 6, Section 2 Readings <ul style="list-style-type: none"> 📖 Cardoso, 85-94 (in Roberts 2006) 📖 Dos Santos, 231-236 (in Roberts 2006) 	Page count: 40
Week 7 2/19	Topic Foreign Investment Assign. Assignment: DQ3 Readings <ul style="list-style-type: none"> 📄 Chang 2008: 84-102 📖 Chase-Dunn, 720-738 (in Roberts 2006) 	
	Topic Lesson Labor Assign. Assignment: RQ2 Readings <ul style="list-style-type: none"> 🔗 Webpage: The World Bank on Informal Labor 📄 Portes 1983: 151-174 Film <ul style="list-style-type: none"> 🎬 A Killer Bargain (http://stream.scl.utah.edu/index.php?c=details&id=7630) 	
	Topic Readings Institutions <ul style="list-style-type: none"> 📄 North 1990, 107-117 	Page count: 70



INEQUALITY, POWER, AND GLOBALIZATION

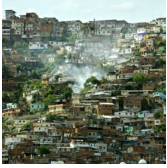
Date	Topics/Readings		Assignments
Week 8 2/26	Topic	Meso-level Theories of Development—Decentralized Development	DQ 3 & RQ 2 Due: 2/26
	Assign.	Group Exercise: Country Budget	
	Readings	<p>📄 Davis 2006: 70-94</p> <p><i>Optional: Decentralized Development: Banerjee and Duflo</i></p>	
	Topic	Meso-level Theories of Development—Social Capital	
	Assign	Assignment: Class Project Topic	
	Readings	📄 Putnam 1993: 163-185	
	Topic	Meso-level Theories of Development—Deliberative Democracy	
	Readings	📄 Fung 2003: 3-41	Page count: 80
Week 9 3/5	Topic	Micro-level Theories of Development—Agriculture	Group Exercise (Country Budget) & Class Project Topic Due: 3/5
	Assign.	Take Home Exam posted, Due: 3/19	
	Readings	<p>📄 Johnston 1961: 566-593</p> <p><i>Optional: Byerlee 2005: 1-9 and 34-41</i></p>	
	In Class	Micro-level Theories of Development—Microfinance	
	Readings	<p>📄 Yunus 2001: 61-83</p> <p>📄 Selinger 2008: 27-41</p>	
	Topic	Economic vs. Human Development	
	Readings	<p>📄 Ranis and Stewart 2007: 32-52</p> <p><i>Optional: Sen 1999: Chapter 4</i></p>	Page count: 85
3/12	Fall Break		
Week 10 3/19	Part Four:	Issues in Globalization and Development	Exam Due: 3/19
	Topic	Migration	
	Readings	<p>📄 Massey 1988: 383-413</p> <p>📄 Ehrenreich 2004: 1-13</p>	
	Topic	Urbanization & Slums	
	Readings	📄 Davis 2006: 1-37	Page count: 80
Week 11 3/26	Topic	Demographics and Health	
	Readings	<p>📄 Cypher 2009: 391-405</p> <p>📄 Boserup 1989: 45-60</p>	
	Topic	Education	
	Assign.	Assignment DQ4)	
	Readings	<p>📄 Psacharopoulos 1985: 583-594</p> <p>📄 Becker 1994: 323-350</p> <p><i>Optional: Benhabib 1994</i></p>	
	Film	<p>🎬 A Global Roll Call: The Need for Education Worldwide, Part 1: Time For School - The Global Education Crisis (http://stream.scl.utah.edu/index.php?c=details&id=8513)</p>	Page count: 65



INEQUALITY, POWER, AND GLOBALIZATION

Date	Topics/Readings		Assignments
Week 12 4/2	Topic Assign. Readings	Gender and Development Annotated Bibliography assignment 📄 Mies 1998: 112-144 📄 Sen 2011: 123-149	DQ 4 Due: 4/2
	Topic Readings Film	Gender and Development 📄 Sen 1999: 189-203 🎬 Marilyn Waring: If Women Counted*	Page count: 70
Week 13 4/9	Topic Readings Film	Culture and Consumption 📄 Chang 2008: Chapter 7 🔗 2 Short Online Articles <i>Optional: Sen 1999: 227-248</i> 🎬 Choionard Talk*	Annotated Bibliography Due: 4/9
	Topic Assign. Readings	Environment & Development Carbon Footprint assignment 📄 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 Readings Film	Sustainable Development 📄 Elliott 2012: 102-135 <i>Optional: Douglass, et. al. in Evans 2002, 31-66</i> 🎬 The 11th Hour (http://stream.scl.utah.edu/index.php?c=details&id=1642)	Page count: 80
Week 14 4/16	Topic Readings	Conflict 📖 Huntington, 22-49 (in Roberts 2006) 📄 Muller 1987: 425-451	Carbon Footprint Due: 4/16
	Topic Readings	Conflict and Human Rights 📖 Duffield, 335-345 (in Roberts 2006) 📖 Fukuda-Parr, 369-389 (in Roberts 2006)	Page count: 80
Week 15 4/23	Part Five Topic Readings	Going Forward Contesting Development 📄 McMichael 2010: 1-14 📖 Evans, 420-437 (in Roberts 2006) <i>Optional: McMichael, Contesting Development, 151-164, 199-214, 233-243</i>	
	Topic Readings	Going Forward TBA	Page count: 50

* The library is setting up streaming. This link will be updated when streaming is operational.



INEQUALITY, POWER, AND GLOBALIZATION

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INEQUALITY, POWER, AND GLOBALIZATION

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