

9-2013

SOCI 270.01: Introduction to Developmental Sociology

Teresa R. Sobieszczyk

University of Montana - Missoula, teresa.sobieszczyk@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Sobieszczyk, Teresa R., "SOCI 270.01: Introduction to Developmental Sociology" (2013). *Syllabi*. 1790.
<https://scholarworks.umt.edu/syllabi/1790>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

SOCI 270: Introduction to Development Sociology

Fall 2013

Classroom: Jeanette Rankin Hall Room 203, T Th 9:40-11

Dr. Teresa Sobieszczyk

Office Hours: T & Th 2:15-4 & by appointment

Office: SS 303

Telephone: 243-4868

Email: teresa.sobieszczyk@umontana.edu

TA: TBA

COURSE DESCRIPTION

This course is the introductory course to the Sociology Department's Rural and Environmental Change (REaCH) option, which combines three branches of sociology: rural, environmental, and development sociology. This course introduces development sociology, with special emphasis on rural areas and the environment. Students will begin to develop a critical perspective on a variety of contemporary social, economic, and environmental issues related to colonialism, development, globalization, and sustainable development. This course is a core course for the International Development Studies (IDS) minor. Please contact Dr. Sobie if you are interested in enrolling in either the REaCH option in the Sociology major or the IDS minor.

Learning Goals:

- Students will develop a sociological perspective and use it to begin to understand and compare theories, processes, and outcomes of economic and social development and globalization.
- Students will be able to describe and explain the historical emergence and evolution of colonialism, development, globalization, and sustainable development.
- Students will be able to explain and critique theories and processes of development and globalization at national and community levels.
- Students will understand sustainability and be able to use global footprints as a way to measure sustainability of their own and their country's consumption levels.

Students' performance will be evaluated based on three exams, one small group project, two individual papers, and class participation, preparation, and attendance.

CLASSROOM ENVIRONMENT

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully so that the classroom will be an environment where everyone feels comfortable sharing their perspectives and experiences. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

In addition, all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review at http://life.umt.edu/vpsa/student_conduct.php

CLASS TEXT, READINGS, AND FILMS

All students should purchase the following text, which is available at the university bookstore:

McMichael, Philip. 2012. *Development and Social Change: A Global Perspective*, 5th ed. Thousand Oaks, CA: Sage Publications.

One copy of this book is on reserve at the Reserve Desk in Mansfield Library. Additional readings will be made available through the ERES course reserve system. All readings should be completed BEFORE the class for which they are assigned as the topics they raise will be discussed that day in class. Films are available from Dr. Sobie (TS) or at the Mansfield Library Reserve Desk (ML) and can be watched on DVD players on the ground floor of Mansfield Library.

COURSE EXPECTATIONS AND REQUIREMENTS

Exams (20% each, 60% total):

There will be three exams held on 9/24/13, 11/5/13, and 12/13/13. They will cover the material in the preceding section (though clearly concepts and theories discussed in earlier sections may relate to the issues later in the course and so will still be expected to inform your responses). Questions will be drawn from lectures, discussions, readings, classroom presentations, and movies and may include multiple choice, short-answer, and essay questions. Make up exams will be considered on a case-by-case basis with *advanced* permission. If you miss an exam, you must make it up within one week of the regularly scheduled exam date or it will revert to a zero. I will introduce the exam format, practice questions, and study guides as the course progresses.

One Short Paper (15%)

You will write one individual paper, which will be due at the beginning of class on 10/22/13. Late papers will be accepted if they are submitted within one week of the original due date, with a one letter grade penalty; otherwise, the assignment will be given a zero. Please see description of assignment at the end of the syllabus.

Reading Quizzes (15%)

The success of the course depends on you! In order to facilitate lively classroom interactions, I expect you to complete assigned readings and writing assignments prior to the class for which they are assigned and to be prepared to discuss them in class. To help ensure that you are prepared for class, each class that has a reading assignment listed will have a short quiz over the readings assigned for that day. The format of the quizzes may be multiple choice, short answer, or short essay. An average of the scores from all quizzes given during the term will comprise 15% of your overall grade. No quizzes may be made up; however I will forgive the two lowest quiz scores. If you miss a quiz, then this will be one of your two lowest quiz scores.

Class Participation, Attendance, and Homework (10%):

I like students to be thinking and contributing to class discussions, so plan to attend and participate actively in each class this term. Keep in mind that missed discussions, quizzes, and attendance cannot be made up, which ultimately lowers your grade. If you are habitually tardy, your course grade will be lowered. Students who miss a class should be sure to obtain the class notes and announcements from a fellow classmate; once you've read them over, if you have any questions, please see us in office hours. This component of your grade will also include your personal introduction paper and the global footprints print out and discussion paper (discussed at the end of the syllabus), as well as occasional in-class group discussion write ups, movie notes, and other in-class assignments.

GRADING

Three exams	60 percent
1 individual paper	15 percent
Reading quizzes	15 percent
Class Participation, Homework, & Attendance	<u>10 percent</u>
Total	100 percent

OFFICE HOURS

Please feel free to meet us immediately after class or to drop by during scheduled office hours. If it is impossible to meet during office hours, please make an appointment with either of us at another time.

COURSE ETIQUETTE

Please be on time to class and plan to stay through the whole class. No appointments should be scheduled during class time. Please turn off all cell phones and pagers when you enter the classroom. You may use a computer to type notes for this class; however, if we discover that you are web surfing or studying something for another class, we will confiscate the computer until the end of class. No cell phones, computers, or other electronic devices may be opened during exams.

STUDY TIPS

Because most students learn through writing, it would be a good idea to take detailed notes on lectures and films.

While selected PowerPoint charts and graphs will be posted on ERES, most other lecture material will not, so your notes will be an invaluable study tool. I also advise you to take notes on assigned readings, particularly definitions of concepts and theories. You are strongly recommended to meet informally in study groups outside of our regular class meetings. Students who participate regularly in such groups tend to do better on papers and exams.

SOC 270 Introduction to Development Sociology

Fall 2013

Reading/Assignment Schedule (subject to change)

McM = textbook

ERES=reading available through Mansfield Library's ERES system

ML = film available in Mansfield Library

TS = film available from Dr. Sobie

Week	Day	Topic, Readings, Assignments
Week 1 8/27/13	T	Course introduction & personal introductions Small group discussion: "What is development?"
8/29/13	Th	UNIT 1: THE DEVELOPMENT PROJECT The Sociological Perspective and Development Reading: McM, pp. 1-23
Week 2 9/3/13	T	Colonialism & Imperialism: Setting the Stage for Uneven Development Reading: McM, pp. 26-38 <i><u>Personal introduction paper due at beginning of class</u></i>
9/5/13	Th	Decolonization; Labeling Development Reading: McM, pp. 38-54
Week 3 9/10/13	T	The Bretton Woods System, Part 1 Reading: McM, pp. 55-67
9/12/13	Th	The Bretton Woods System, Part 2 Movie & Discussion: <i>The Money Lenders: The World Bank and the IMF</i> (ML)
Week 4 9/17/13	T	Case Study of Development Assistance: Food Aid or Food Dependence? Reading: McM, pp. 67-79
9/19/13	Th	The Green Revolution Movie & Discussion: <i>Seeds of Plenty, Seeds of Sorrow</i>
Week 5 9/24/13	T	<i><u>Exam #1</u></i> (Covers materials 8/27-9/19)
9/26/13	Th	UNIT 2: GLOBALIZATION Globalizing Development Reading: McM: pp. 80-109
Week 6 10/1/13	T	Foreign Debt & Structural Adjustment Reading: McM: pp. 112-125
10/3/13	Th	The Free Market Trade Regime Reading: McM: pp. 125-149

<p>Week 7 10/8/13</p> <p>10/10/13</p>	<p>T</p> <p>Th</p>	<p>Globalization and Displacement Reading: McM, pp. 150-181</p> <p>The Globalization of Agriculture Readings: (1) Toure, Amadou Toumani and Blaise Compaore. 2006. "Your Farm Subsidies Are Strangling Us." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 545-546. New York: Worth Publishers. (ERES) (2) Rosenberg, Tina. 2012. "Why Mexico's Small Corn Farmers Go Hungry." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 112-122. Belmont, CA: Wadsworth Cengage Learning. (ERES) Movie Excerpt and Discussion: <i>A Growing Hunger</i> (TS)</p>
<p>Week 8 10/15/13</p> <p>10/17/13</p>	<p>T</p> <p>Th</p>	<p>Rural Realities and Development Reading: Elliott, Jennifer A. 2013. "Sustainable Rural Livelihoods." In <i>An Introduction to Sustainable Development</i>, 4th ed., 189-248. New York: Routledge. (ERES)</p> <p>Globalization Multinational Corporations, Workers, and Outsourcing, Part 1 Readings: (1) Gordon, Jesse. "The Sweat Behind the Shirt: The Labor History of Gap Sweatshirt." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinc, p. 97. Belmont, CA: Thomson Wadsworth, 2006. (ERES) (2) Nicholas D. Kristof and Sheryl WuDunn, 2000. "Two Cheers for Sweatshops." <i>New York Times</i>, 24 September. Available from http://www.eco.utexas.edu/faculty/Hamermesh/sweatshops.htm Accessed 2 August 2005. (ERES)</p>
<p>Week 9 10/22/13</p> <p>10/24/13</p>	<p>T</p> <p>Th</p>	<p>Multinational Corporations, Workers, and Outsourcing, Part 2 Reading: Matteson, Corey, Marie Ayer, and Daniela Mijal Gerson. 2006. "The Maquila in Guatemala: Facts and Trends." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, 481-487. New York, NY: Worth Publishers. (ERES) Movie & discussion: <i>Sweating for a T-Shirt</i> (TS) <u>Globalization of Agriculture Paper Due at beginning of class</u></p> <p>Critiques of Global Development Emerging from Below Readings: (1) Brecher, Jeremy, Tim Costello, and Brendan Smith. 2012. "Globalization and Social Movements." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 112-122. Belmont, CA: Wadsworth Cengage Learning. (2) Shiva, Vandana. 2006. "Building Water Democracy: People's Victory against Coca-Cola in Plachimada." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 580-583. New York: Worth Publishers. Movie and Discussion: <i>Global Village, Global Pillage</i> (TS)</p>
<p>Week 10 10/29/13</p> <p>10/31/13</p>	<p>T</p> <p>Th</p>	<p>Global Counter-movements: Environmentalism Reading: McM, pp. 182-192 <u>Global footprint print out due at the beginning of class!</u></p> <p>Ecological Footprints: Assessing Individual and National Contributions to Global Environmental Problems Movie & discussion: <i>The Ecological Footprint: Accounting for a Small Planet</i> (ML)</p>

2. **Global Footprint Report Print Out (Due Date: 10/29/13 at the beginning of class)** *This print out and write up will count towards your class participation, attendance, and homework grade.*
 - a. Please go to the website <http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/> and complete the individual global footprint quiz. Please print or copy out the report page at the end of the exercise.
 - b. **Then**, type a short, double spaced essay analyzing your footprint, why it is high (or low) compared to the global average individual footprint, and what specific steps you could take to further reduce your global footprint and overall environmental impact.

3. **Globalization of Agriculture Paper (Due date: 10/22/13 at the beginning of class)** Please write a 3-4 page typed, double spaced essay discussing the globalization of agriculture, how it is occurring, and what this means for consumers and producers in more and less industrialized countries. Please use evidence from the readings, film, and discussion from 10/10/13 and 10/15/13 as your evidence. You should NOT do outside research! Rather, synthesize and reflect on evidence from our class. Be sure to *cite your sources* and *provide a reference list* (not included in the 3-4 page length).