



**DVST 360 Sociology of Development (3)  
Winter 2014  
Instructor: Julie Kaye, Ph.D.**

**CONTACTING THE INSTRUCTOR**

**Class Time:** Tues/Thurs 1:00pm-2:15pm

**Office Hours:** Tues/Thurs 2:30-4:00pm or by appointment

**Email Address:** [jkaye@ambrose.edu](mailto:jkaye@ambrose.edu)

**Website:** <http://julielynkaye.ca>

**Location:** L2082

**Office:** L2090

**Office Phone:** 410-2000 ext.2980

**Twitter:** @mysoci

**REQUIRED TEXT**

McMichael, Philip. 2012. *Development and Social Change: A Global Perspective*. 5<sup>th</sup> Edition. Sage.

Orbinski, James. 2009. *An Imperfect Offering: Humanitarian Action in the Twenty-First Century*. Anchor Canada.

**ON RESERVE**

Allen, Tim and Alan Thomas. eds. 2000. *Poverty and Development into the 21<sup>st</sup> Century*. Oxford: The Open University.

Desai, Vandana and Robert Potter (Eds.). 2008. *The Companion to Development Studies*. Routledge.

Haslam, Paul, Jessica Schafer, Pierre Beaudet (Eds.). *Introduction to International Development: Approaches, Actors, and Issues*. Oxford.

Johnson, William. 2010. *The Sociology Student Writer's Manual*. 6<sup>th</sup> Edition. Pearson.

Kothari, Uma (Eds.). 2005. *A Radical History of Development Studies: Individuals, Institutions and Ideologies*. London: Zed Books.

So, Alvin Y. 1990. *Social Change and Development: Modernization, Dependency, and World-System Theories*. London: Sage.

**COURSE DESCRIPTION**

This course provides a sociological analysis of development. Beginning with a critical review of competing theoretical perspectives and empirical evidence, the course examines the diverse trajectories

of industrialization and economic development across nations of different political and economic systems. The course further explores key international events that have rearranged the world and shaped global stratification. Among these events are: the end of the cold war, globalization of trade and production, shifting relations among capitalist powers, the debt crisis, aid, migration, gender and development, culture, political mobilization, and revolutionary movements. By critically engaging the core issues in the field of development, students will apply their theoretical understanding to empirical examples. The aim of the course is to enable students to develop the ability to critically analyze “doing development” in a global context.

## **EXPECTED LEARNING OUTCOMES**

- 1) Develop an understanding of the sub-field of sociology of development.
- 2) Learn to engage with key sociological theories of development.
- 3) Examine contemporary empirical examples and central debates in the sociology of development.
- 4) Trace the history and effect of the development and globalization project.
- 5) Develop a critical understanding of key “problems” of development.

## **COURSE SCHEDULE**

### **Week 1:**

January 9

Topic: Course Introduction – Critical Thinking and Sociology of Development

### **Week 2**

January 14

Topic: What is Sociology of Development?

Readings:

- 1) Allen & Thomas Chapters 1, 2
- 2) Dodds, Klaus. 2008. “The Third World, Developing Countries, the South, Poor Countries.” Pp. 3-8 in *The Companion to Development Studies*, 2<sup>nd</sup> ed. edited by Vandana Desai and Robert Potter. Routledge.

January 16

Topic: Development: Theory and Reality

Readings:

- 1) McMichael, Chapter 1
- 2) Hettne, Bjorn. 2008. “The Impasse in Development Studies.” Pp. 8-12 in *The Companion to Development Studies*, 2<sup>nd</sup> ed. edited by Vandana Desai and Robert Potter. Routledge.

### **Week 3**

January 21 and 23

Film – Shake Hands with the Devil: The Journey of Romeo Dallaire

Discussion and Reflection

## **Week 4**

January 28

Topic: Modernization, Dependency, and World-Systems Theory

Readings:

- 1) Jane Parpart and Henry Veltmeyer. 2004. "The Development Project in Theory and Practice: Review of its Shifting Dynamics." *Canadian Journal of Development Studies*, 25(1): 39-59.
- 2) Potter, Robert B. 2008. "Theories, Strategies, and Ideologies of Development." Pp. 67-71 in *The Companion to Development Studies*, 2<sup>nd</sup> ed. edited by Vandana Desai and Robert Potter. Routledge.

January 30 – **No Class** (Program Day)

**\*Project Proposal Due on Monday, February 3, 2014 at 9am on Moodle**

## **Week 5**

February 4

Topic: Instituting the Development Project

Readings:

- 1) McMichael, Chapter 2
- 2) Kothari, Uma. 2005. "From Colonial Administration to Development Studies: A Post-Colonial Critique of the History of Development Studies." Pp. 47-66 in *A Radical History of Development Studies: Individuals, Institutions and Ideologies*, edited by Uma Kothari. London: Zed Books.

February 6

Topic: The Development Project: International Framework and Globalizing Developments

Readings:

- 1) McMichael, Chapter 3-4

## **Week 6**

February 11 and 13

Topic: Instituting the Globalization Project and The Globalization Project in Practice

Readings: McMichael, Chapters 5-6

## **Week 7**

February 18 and 20 – **No Classes, Reading Week**

**\* Reading Response to *An Imperfect Offering* due on Monday, February 24 at 9:00am on Moodle**

## **Week 8**

February 25 and 27

Topic: Film and class discussion of *An Imperfect Offering*

## **Week 9**

March 4 and 6

Topic: Global Countermovements

Readings:

- 1) McMichael, Chapter 7

- 2) Kriemild Saunders, (2002). "Women, Gender and Development: the opening of a subfield. In *Feminist Post Development Thought*. London: Zed Books, pp. 1-24

### **Week 10**

March 11

Topic: The Globalization Project in Crisis

Readings: McMichael, Chapter 8

March 13 – No Class (Professor away at Conference)

**\*Final Papers due on Monday, March 17, 2014 at noon on Moodle**

### **Week 11**

March 18 and 20

Topic: Student Research Presentations

### **Week 12**

March 25 and 27

Topic: Student Research Presentations

### **Week 13**

April 1

Topic Student Research Presentations

April 3

The Sustainability Project; Development Agencies

Readings:

- 1) McMichael Chapter 9

### **Week 14**

April 8 and 10

Topic: Re-thinking Development and Final Exam Review

Readings: McMichael, Chapter 10

**\*Final Exam (3 hours) on Thursday, April 17, 2014 from 1-4pm in Airhart**

Note: The course schedule is subject to revision. You will be notified in class if any revisions are made.

## **LEARNING AND CLASSROOM ETIQUETTE**

In the Behavioural Science Department we believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just "downloading" information from teacher to student). Therefore, it is expected that professors will come to each class well read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being "present" at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian

ethos of excellence and respect that lies at the heart of the Ambrose educational experience. Failure to adhere to this will result in the professor either asking the student to leave the classroom for the remainder of the lecture or, in extreme cases, to possibly withdraw from or fail the entire course.

## **COURSE REQUIREMENTS & GRADING**

\* Failure to submit all assignments will result in an automatic failing final grade.

### **1) Informed Participation in Bi-Weekly Discussions (10%)**

This class has both seminar and lecture components. Each student must attend the bi-weekly class meetings, student presentations, and films. Students are expected to read the assigned material **on time**, and participate in class discussions. Students will be asked to give detailed summaries of the reading materials that will refresh our collective memory. Students are also to engage in critical discussions of the course materials.

### **2) Project Proposal (10%) – Due Monday, February 3, 2014 at 9am on Moodle**

A **two-page** research proposal for your research paper, supplemented by a **one-page** annotated bibliography. The research proposal should detail the following: 1) the central problematic your paper will address; 2) an initial review of the existing literature; 3) a discussion of how you will research the topic (e.g. what theoretical framework will you use? What methods will you rely on?); 4) a discussion of the sociological insights your research paper will offer. The annotated bibliography must present **at least one book and three peer-reviewed journal articles**. Annotations should provide 2-3 sentences discussing the main argument of the work and why it is relevant for understanding your research topic. See below for a description of formatting requirements for written assignments.

### **3) Reading Response to *An Imperfect Offering* (20%) - Due Monday, February 24 at 9:00am on Moodle**

Students will write a **2-3 page** response (excluding title page and bibliography) to the book *An Imperfect Offering*. In your response you will: 1) discuss Orbinski's reflections in light of sociology of development by drawing on key theories, concepts, and ideas discussed in class and in the reading materials; 2) account for how the book has challenged and/or affirmed your previous thinking regarding a humanitarian responses to global inequities. Edit and revise your response to ensure it is well-written, clearly and logically organized, and explicitly draws on material in the book. See below for a description of formatting requirements for written assignments.

### **4) Research Presentation (10%) – To be presented in class during Weeks 11, 12, and 13**

Each student must do an oral presentation/group facilitation related to his/her final paper. Presentations are to be **25 minutes** in length. Students are to use approaches that will stimulate and facilitate group participation and discussion. You will be graded based on the following: 1) knowledge of the topic; 2) ability to relate and integrate the topic to other aspects of the course; 3) ability to “involve” members of the audience in discussions; 4) ability to keep the discussions “on topic”; and 5) the use of creative techniques in the presentation of your ideas and facilitation of discussions.

## 5) Research Paper (30%) – Due Monday, March 17, 2014 at noon on Moodle

Students are to write between 10-12 pages, double-spaced on a topic that is of interest to you and that has relevance for Sociology of development. The bibliography must contain **at least three** academic books and five academic, peer reviewed journal articles. The paper should develop what you detailed in your project proposal. You must submit the marked copy of the project proposal with the final paper. See below for a description of formatting requirements for written assignments.

## 6) Final Exam (20%) – April 17, 2014 from 1-4pm in Airhart.

Composed of two essays dealing with key issues discussed in course materials and class discussion. Additional details to be discussed in class.

### **Formatting Requirements for written assignments:**

Papers should be double spaced, with 1” (2.54cm) margins on all sides, 12 point font, and ASA formatting (see Johnson book on reserve). Students will be graded for grammar and writing and social scientific content. Therefore, all theories, concepts, and ideas must be clearly defined and explained. Edit, revise, and repeat to ensure your document is well-written and clearly and logically organized. Late assignments will lose a letter grade per day.

### **Advice with respect to written assignments:**

- Almost any idea is a potentially good paper; it all depends on how you write it. Many of sociology’s greatest works have been on topics that most people would have regarded as marginal or uninteresting. The imagination in “sociological imagination” is the ability to demonstrate the importance of aspects of social life that had seemed uninteresting in their marginality.
- Real science must have the potential to fail. Similarly, an essay should put something on trial. Be clear about what is on trial and the terms of that trial; all else will follow, not easily, but well.
- Never write, “in my opinion” in a research paper. If what you are saying needs this qualification (i.e., disclaimer), you should do more research until you can present it as more than your own opinion. The point of sociology is to present arguments that are compelling. While it is acceptable in a position paper to use this phrase, the goal of sociology papers is to present a reasoned position with support from the literature.
- Writing is revision.
- The most difficult part of writing may be learning to read what you write as if you were someone else, keeping in mind that this someone else does not know what you mean. Writing requires what George Herbert Mead called taking the role of the other.
- As you edit, concentrate on continuity: how does one sentence lead to the next, and how does one paragraph lead to the next. Use transitional devices such as “As a result of”...(the previous discussion); or “Given this disparity...”; or “A similar finding from Australia suggests that...”; or “However, the conditions that workers face...” or “Not only is human trafficking under-

investigated...”; or “In light of these realities...”. These transitional words and phrases help the reader to see the connection between ideas presented in one sentence or paragraph with what precedes it.

- The old rule of “one idea, one paragraph” remains solid advice. The *first* sentence in a paragraph states the idea, the *next* few sentences explain and expound that idea, and the *final* sentence expands the initial idea as a transition to the next paragraph.
- Academic papers should begin with the discovery of something requiring explanation. The paper can succeed only to the extent that the reader feels *compelled* to believe that the initial discovery is troublesome and that its explanation matters. Thus, be clear about what the stakes are in the explanation to follow. The rest of the paper should move toward that explanation, which becomes complete just before the conclusion.
- The *conclusion* should be more than a summary. Seek to expand the significance of what has been learned. As you reread your paper, ask yourself: Is it clear to the reader what has to be explained and why an explanation matters? Is it clear how the explanation progresses and what enhanced understanding it offers?

## **GRADING ASSIGNMENTS**

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an ‘A,’ ‘B,’ or ‘C,’ etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

## IMPORTANT NOTES

- Students are advised to retain this syllabus for their records.
- It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).
- Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.
- The last day to enter a course without permission and /or voluntary withdrawal from a course, change to audit, and receive tuition refund is Sunday, January 19, 2014. Courses dropped before this date will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.
- Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (*withdraw*) is Friday, March 21, 2014. A grade of "W" will appear on the student's transcript.
- Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.
- Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."
- Final grades will be available on the student portals. Printed grade sheets are no longer mailed out.
- An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.
- We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.



- Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., APA, ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>A</b> <b>86-100</b>	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper  Each sentence/paragraph logically leads to the next  Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors.  Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.  Establishes order to ideas and points out relationships between them.  Number and quality of main points are sufficient  Presentation of ideas develops to a logical conclusion and/or summary  Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
<b>B</b> <b>72-85</b>	Mostly achieved - paradigms, theories,	Some idea of how chosen topic bears on the development of sociological/psychological	Clear central thesis  Appropriate details/synthesis	Some spelling, grammar, and writing errors	Mostly achieved	Communicates to some degree the main theme, thesis, or

	<p>concepts, and empirical research are summarized and used fairly accurately.</p>	<p>thought (i.e., some analysis and application beyond merely summarizing existing theory/research)</p>	<p>most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some awkward transitions between words, sentences, and paragraphs</p>		<p>primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
<p><b>C</b> <b>60-71</b></p>	<p>Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.</p>	<p>Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research</p>	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	<p>Inconsistently achieved</p>	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation</p>

					<i>And so on....</i>	style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact
--	--	--	--	--	----------------------	---