

SOCIOLOGY OF DEVELOPMENT
Sociology 4551 (Section 001)
Spring, 2005
T TH 1:40 - 3:00
Coates 145

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Final Exam: Thursday, May 12: 12:30 - 2:30pm

COURSE DESCRIPTION

Welcome to Sociology of Development. Development is a term with multiple meanings (economic development, childhood development, community development, and so forth). In this course, the focus will be on efforts of developing nations to expand their economies and improve their citizens' lives. We will also talk about the relationship between developing and developed nations (e.g., the United States) and the expanding influence of global institutions.

Economists define development as economic growth and diversification. Sociologists define it more broadly, considering implications of poverty and inequality, social institutions, culture, and meanings individuals attach to development. Humanists are concerned about whether or not people are living better lives. Ecologists are concerned with the sustainability of development processes, can societies continue to meet their changing needs indefinitely (if not, the capacity future generations can meet their needs may be compromised).

If sustainable human development for all is an acceptable goal, the concept of development needs "rethinking". The problem can be explained with metaphors of the destination, the vehicle, the driver, the map, and the "ride". The destination refers to the kind of societies developing nations are, or should be, striving for? Should the destination be to become like us in the United States, or something else? The vehicle refers to the mechanism of changing from the current society to the sustainable one. The U.S. rode the vehicles of industrialization, urbanization, and democracy to get to our current society. Are these classics still viable options for countries in Africa, Asia, and Latin America. The driver means who is, or should be, steering societies to development?" The nation-? Global organizations like the UN? Global Corporations? Local community groups? Free-Trade Associations? The "ride" is very important in any vehicle (as you well know). How do individuals experience development? Is it smooth and carefree, or full of potholes, wrong turns, traffic jams, and other dangerous drivers? The world's poor have seen dramatic change in their lives,

I will encourage you to engage yourself in our class discussions. Students interested in world events tend to like the course. I intend to show several videos and invite guest speakers, in addition to lectures and discussions.

REQUIRED TEXTS

- (1) John Isbister. Promises Not Kept. Kumarian Press.
- (2) J. Timmons Roberts and Amy Hite (editors). From Modernization to Globalization. Blackwell Press
- (3) Readings posted on Semester Book

GRADING POLICY

- (1) Three exams: 25%, 25%, 35%
- (2) Participation: 15% (Attendance + Participation quizzes)

Semester Book: I use Semester Book to report grades and for other course activities

COURSE POLICIES AND GUIDELINES

Please take the following guidelines seriously!

1. **Attendance and Participation Policy:** This policy relates directly to 15% of your participation grade. Please read carefully!. I take regular participation very seriously! If you do not feel you can attend all scheduled classes, **PLEASE DROP THIS CLASS TODAY!** The participation grade will be based on attendance, pop quizzes over the assigned readings, and other in-class activities.

Plan to arrive on time and stay for entire class time. If you cannot be certain of your ability to arrive on time and stay until class is dismissed, please drop this course now. Only legitimate excuses for missing class as defined in the Code of Student Conduct will be considered.

2. **Academic Misconduct Policy.** I expect all students to conduct themselves with the highest standards of academic courtesy and honesty. Most students are scrupulously honest. A few get into trouble because they are unaware of the rules. Blatant academic misconduct is rare, but unfortunately it is a reality at LSU and other major universities. Academic dishonesty is defined in LSU's Code of Student Conduct, which is available through the Dean of Students. As a member of the faculty, it is my obligation to enforce this policy. If you have questions on this issue, please talk to me.
3. **Make-Up Exam Policy.** Plan on taking all essay exams at the scheduled date and time. I do not give make-up exams except in extremely rare circumstances (i.e., hell freezing over). Students may see me about scheduling an exam early.
4. **Readings Policy.** I expect all students to read assigned readings before the class and to be prepared for active, thoughtful, and lively discussion. I will give pop quizzes to test your understanding of the readings assigned (e.g., before we discuss in class!). I do not require students to agree with all the various authors' perspectives in readings (I certainly do not). Additional participation points can be earned for thoughtful discussion on readings. I encourage all students to form and express their own views openly and honestly, and to listen to other students' opinions and respect different points of view.

5. **Writing Policy.** I expect high quality writing for this class. I will make my expectations for written work as clear as possible. I encourage students who need help with writing to seek assistance from me or campus organizations such as the Center for Academic Success.
6. **Attendance Policy II.** I cannot overemphasize the importance of regular class attendance. A substantial amount of material you will need for your essay examinations will be based on lecture material and discussions not covered completely in the readings.
7. **Open Door Policy.** I want you to do well in this course. I want you to learn a lot as well. So, I strive to design good fair exams to test your knowledge, and I also strive to be available to help students do well in the course. If you have any questions, or just want to discuss something, you are most welcome and encouraged to do any of the following:
 - (1) see me during office hours (before classes on Tuesdays and Thursdays)
 - (2) drop by my office at other times (if I'm free we'll talk, or we'll arrange another time)
 - (3) send me and email at mschaf1@lsu.edu
 - (4) call me in my office 578-5357.
8. **In Class Policy.** I have already mentioned that I want you to come to class prepared. I also want you to have fun in the class. Feel free to question, comment, augment, and critique any of the material presented in the readings or by me in class. Broad-based student participation will make this class more fun and informative. There are many perspectives on development, globalization, and world issues. Whenever I get strong student participation, I learn new things about the world from students' experiences, opinions, and research. That is why I like teaching this class.

SCHEDULE OF TOPICS AND ASSIGNMENTS (I reserve right to change as needed)

INTRODUCTION: DEFINING DEVELOPMENT AND POVERTY

Week 1: Introduction and Overview

Jan 18 Read: none Topic: Introduction to Course Video: Letters from Africa
Jan 20 Read: T&H, ch 1 Topic: Course Overview Video: The Gods Must be Crazy

Week 2: Poverty and Development

Jan 25 Read: Isbister, ch 1 and 2 Topic: Poverty and Change Video: Poverty Complex
Jan 27 Read: The Singer Solution Topic: Wealth and Poverty

Week 3: What do Classic Sociological Thinkers Say about Early Development?

Feb 1 Read: T&H, chs 1-2 Topic: Conflicts and functions
Feb 3 Read: T&H, ch 3 Topic: Ideas and meaning

Week 4 Modernization Theory (also read Isbister chapter 3)

Feb 8 Mardi Gras Holiday
Feb 10 Read: T&H, chs 5,6,8,9 Topic: Modernization

Week 5: Dependency and World Systems

Feb 15 Read: T&H, chs 10, 11, 13, 15 Topic: Dependency and world Systems
Feb 17 Read: T&H, ch 12 Topic: Urban-Rural Dimension Video: Out of Development

Week 6: No Readings, Study for First Exam

Feb 22 Review for First Exam
Feb 24 First Exam

Week 7: Historical Perspective

Mar 1 Read: Isbister, ch 4 Topic: Imperialism
Mar 3 Read: Isbister, ch 5 Topic: Nationalism

Week 8: World Political Economy: 1960 - 2000

Mar 8 Read: Isbister, ch 6 Topic: Economic Development
Mar 10 Read: Isbister, ch 7 Topic: Foreign Policy

Week 9: Globalization (Read Isbister, Chapter 8)

Mar 15 Read: T&H, chs 16 & 17 Topic: Globalization
Mar 17 Read: T&H, chs 18 & 19 Topic: Globalization: Winners and Losers

Week 10: Spring Break

Week 11: Globalization Readings

Mar 29 Read T&H Ch 20, 21

Topic: Gender and Environment

Mar 31 Read T&H Ch 22, 23

Topic: Globalization and Development

Week 12: Review and Second Exam

Apr 5 Review for Second exam

Apr 7 Second Exam

Week 13: Special Issues: Environment, Population, Poverty Complex

Apr 12 Read: Shiva, Korten, and Smil

Apr 14 Read: Water Crises

Week 14: Special Issues: Women & Children

Apr 19 Read TBA

Apr 21

Week 15: Special Issues: Possibilities of localism

Apr 26 Read TBA

Apr 28 Read TBA

Week 16: World Futures and Review

May 3 Read TBA

May 5 Review for Final Exam

Week 17: Final Exam: Thursday, May 12: 12:30 - 2:30pm