SOCIOMETRY OF DEVELOPMENT

Sociology 6845-001
University of Utah, Fall 2019
Tuesday 2:00pm-5:00pm, BEHS 315

[THIS IS A TENTATIVE SYLLABUS, IT IS SUBJECT TO CHANGE.]

Instructor: Marcel Paret, BEHS 408A, marcel.paret@soc.utah.edu
Office hours: Wednesday, 2:00pm-3:00pm

Course Description

This graduate-level seminar provides an overview of current research on development. The objectives of the course include the following:

--examine different definitions of “development”;

--examine historical processes of social change, with specific attention to capitalism, the nation-state system, and collective action within society;

--examine different theories of the relationship between capitalism, democracy, poverty, inequality, the state, and social movements;

--develop an understanding of “the global” as a site of both interconnection and inequality;

I will conduct the course as a seminar. I expect students to come to class prepared to discuss the readings in-depth. The success of the seminar depends on every participant studying the readings, carefully and critically, before each of our weekly class meetings, and contributing to the discussions. I expect you to be motivated and hard working.
Reading, writing, participation

This course places heavy emphasis on reading and discussion. We will read the equivalent of approximately one book each week. I expect you to complete the readings before our meeting each week, and to be prepared to engage in discussion.

Active participation in all class discussions is required for all students. Quantity and quality of participation are both important. Please work hard NOT to dominate class discussion. Likewise, please do NOT assume that others will carry the burden. Find a healthy balance.

As a class, we will focus on establishing the logic of arguments, assessing strengths and weaknesses, comparing and contrasting authors, reflecting upon research questions and methodologies, and considering potential avenues of future research.

Presentations

To stimulate discussion, we will have a presentation on the reading towards the beginning of each class. Each student will present two times during the semester.

Each presentation should last 12-15 minutes, with the time divided into three parts:

- summary of the key points of the readings, including attention to strengths and weaknesses;
- consideration of how the arguments of the readings relate to previous readings (e.g. does it challenge or extend previous arguments, or open a new line of inquiry?);
- raise two questions for discussion.

Please make sure to leave at least 5 minutes for the second part. In other words, do not let your summary overwhelm your consideration of previous readings. You are welcome to use Powerpoint, but this is not required.

Please practice your presentation to make sure that you know what you will say, and that you will remain within the stipulated time length of 12-15 minutes.

Critical response essays

Each week you are required to submit a critical response essay of 400-500 words, in which you respond to the readings for the week. Critical response essays are due on Monday at 5:00pm. Please submit them through the relevant assignment in Canvas. PLEASE SUBMIT ON TIME – you are not guaranteed to get written feedback from me if you submit after Monday at 5:00pm.

Please divide your critical response essay into two roughly equal parts:

- Summary – what are the central arguments?
- Analysis – what are the strengths and weaknesses of the readings, and how do they relate to previous readings?
Do not spend more than half of the essay on summary. An important goal of the critical response papers is for you to begin to consider the significance of the readings.

**Short papers**

Each student will complete two short papers of 1,000-1,500 words. Short paper #1 is due Friday, October 4 at 11:59pm. Short paper #2 is due Tuesday, December 10th at 11:59pm.

The assignment for the first paper poses the question: what is development and how do countries achieve it? You will select four authors and construct a debate between them with respect to how they would answer this question.

For the second paper, you must choose a topic that is relevant to both the course and your own research. This paper has two key requirements: 1) that you engage with the course readings; 2) that you make a clear and original argument. A 3-4 sentence proposal for the second paper is due Sunday, December 1st at 11:59pm. The proposal should outline the topic, argument, and relevant course readings.

**Grading – breakdown of final course grade**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and presentations</td>
<td>40 percent</td>
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<tr>
<td>Critical response papers</td>
<td>30 percent</td>
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<tr>
<td>Short papers</td>
<td>30 percent</td>
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Week 1. Introduction and Inequality (August 20)


Week 2. The Origins of Development (August 27)


Week 3. Modernization vs Dependency (September 3)


Week 4. World Systems and World Hegemonies (September 10)


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**Week 5. Developmental States (September 17)**


Wright, Erik Olin. Review of *Embedded Autonomy: States and Industrial Transformation*.


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**Week 6. Development Failures (September 24)**


Week 7. Marketization (October 1)


Paper #1 due on Friday, October 4 at 11:59pm.

SPRING BREAK – NO CLASS ON OCTOBER 8

Week 8. Microfinance and Gender (October 15)


Week 9. Dispossession (October 22)


Week 10. Resource Curse, or Plunder? (October 29)


Week 11. China in Africa (November 5)


Week 12. Urban development (November 12)


Week 13. Labor and surplus populations (November 19)


THANKSGIVING WEEK – NO CLASS ON NOVEMBER 26

**Week 14. Transformation/alternatives (December 3)**


Paper #2 due on Tuesday, December 10th at 11:59pm.
Disability services

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.

Academic misconduct

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (http://regulations.utah.edu/academics/6-400.php).

Sexual misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Emergency Preparedness Information

CSBS emergency action plan: http://content.csbs.utah.edu/~mli/BU%20C.pdf.