

Dilemmas of Development: An Introduction to International Development Studies

Sociology 247A: Fall 2002

- *Meeting Time:* MW 12-1:30, Piskor 019
- *Instructor:* Bob Torres, Assistant Professor of Sociology
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- *Office hours/location:* 104 PK

Course Description and Overview:

If the United States is one of the most developed countries in the world, why are there more healthy people per capita in Cuba than in Washington, DC? If we consider India a developing country, why is the literacy rate in Kerala higher than in the United Kingdom? Since President Truman's call for a program of international development to bring countries of the South up to par with countries of the North more than 50 years ago, humanity has been split into "developed" and "underdeveloped" regions. In this class, we will problematize this divide and its continuing consequences for the world. Using case studies from Latin America and other parts of the global South, we will consider the social impacts of development on people around the world, locating this dynamic within the larger contemporary and historical processes of globalization. We will further consider how lifestyles in the North drive changes in the South, and the evolving social resistances to globalization and development. As a seminar, this class will be reading and writing intensive.

Course Goals and Expectations:

What is expected of you:

Read this syllabus carefully. You are responsible for adhering to the rules and responsibilities set forth in it.

Participation & Readings

This class is taught in seminar format so your participation in class discussions will be essential. Each class period, a student or two will facilitate discussion. Be aware that you need always to be prepared for class whether you are facilitating or not, and that I will often make a point of calling on each member of the class if things get quiet. A good way to be prepared to make a contribution is to make a habit of writing down a few points and questions about the readings and bringing them to class with you, so that you have something to talk about when we all get together. This

level of preparation is essential for several reasons. First, I expect that through your own observations and analyses of the readings, you have more to learn from one another than you do if I lecture “at” you. Second, although I will lecture on occasion, I refuse to center the class solely around my lectures and observations, and instead I aim to give you space to develop your own ideas about the readings. Most class sessions will be run the way that you, as a group, decide to run them. Third, by doing the readings, you will be able to contribute to the class discussion and help out your classmate on the days that she or he is facilitating discussion. The basic idea is this: I expect that you are here because you want to be challenged and to engage these ideas. Within this context, my expectation is that you are willing to take on the responsibility for your own education by being serious about the class and the material and by coming to class ready to talk. I will not give quizzes or tests because I expect that you are adult enough to hold up your end of the bargain as far as class preparation goes. With your effort, we can make this class an exciting place to be without the threat of quizzes hanging in the air.

We will grapple with some complex ideas in this class. It is likely that you will be confused on occasion, and it is also important to remember that this is totally normal. If you find yourself stuck, try not to get frustrated and remember that you are almost certainly not alone. Bring your questions to class, and we will work through them together. Also feel free to contact me for help when you need it (see below for details).

Finally, remember that good participation means active engagement with the class. For this to happen, you will need to listen as well as talk, and allow others space to develop their ideas. I shall take a dim view of individuals monopolizing class discussion.

Attendance

Because the class relies heavily upon your input, on-time attendance is key. You are expected to attend all class sessions; however, I recognize that occasionally you will need to miss class. For this reason, you may miss two classes without penalty. These two absences can be for any reason – that’s your business – but use them wisely, as you only get two. Upon missing a third class, your entire course grade will be docked one-half a grade level. Missing this many classes puts your success in the class in jeopardy, and you will be required to come speak to me privately about your progress should you accrue this many absences. In addition, a trend of repeated lateness will count as an absence. I realize this is a fairly strict policy, but for the class to be a success, we all need to be present and ready to work.

On a similar note, your professor was not long ago a student himself, and he has a very clear set of recollections of the sorts of maneuvers that are frequently used to get out of class or to get ahead without sufficient amounts of work. Keep this in mind before you try any of these tricks. Being straight with me is best for all of us. Treat me with honesty and respect, and you will receive it in return.

Assignments

There will be a total of 3 writing assignments throughout the course of the semester. Two of these papers will be 5-7 pages in length, while the final paper will be longer, probably about 10-15 pages. For the major assignment, you’ll be expected to prepare a 2 page précis detailing your ideas; we’ll talk more about this when the time comes.

All writing assignments are to be type-written using a 12-point font (Times or similar) double-spaced with standard margins, and stapled together. All assignments should also consistently follow APA style (or another style acceptable for works written in Sociology), include a “Works Cited” section, and use gender-sensitive language. Please number your pages, write carefully, and proof-read your papers. I will penalize your work for typos, spelling and grammatical errors. I am happy to read drafts if you turn them in to me early enough and *if I have the time*. Also, since this is a seminar and we can learn best from one another, please be aware that all material written for the class may be read or shared among other members of the class at any time, though I will respect the privacy of the author by not associating anyone’s name with any excerpt.

I recognize that we all have lives beyond this classroom, and sometimes, it becomes difficult or impossible to turn in an assignment on time because of exceptional circumstances. Keeping this in mind, if you cannot turn in an assignment on time, come talk to me in advance about getting an extension. There will be no extensions given

after the due date, and your paper will not be accepted. Please note that extensions are for exceptional circumstances only, and I am trusting that you will not abuse this system unnecessarily. To reiterate: unless you have made prior arrangements with me, **late assignments will not be accepted** and you will receive a zero for the assignment. Printers break; computers crash; things happen: chaos is commonplace and entropy is out to get you. Plan for it accordingly by saving frequently and making back-ups. Ultimately, it is your responsibility to set aside enough time for these bits of the unforeseen.

Grading

Grades will be computed based on the following percentages:

Class participation, preparation, and attendance: 15%

Papers 1 & 2: 25 % each

Final paper: 35%

As stated above, I will not accept late assignments; however, if you are having trouble making a deadline under normal circumstances, propose to the class as a group that we move the deadline back. The appropriate time to do this is in the first few minutes of class.

Finally, there will be no extra credit options, and grades will be assigned on the following scale:

Score	Grade
90-100	4.0
85-89	3.5
80-84	3.0
75-79	2.5
70-74	2.0
65-69	1.5
60-64	1.0
>60	0.0

Please do not put either of us in the awkward position of asking me to elevate your grade beyond whatever it is that you have already earned; you should be beyond "grade grubbing" at this point in your academic career.

Input

Finally, if there's something that you don't like, or if you have complaints or ideas about making the class better, bring them to my attention. If you are comfortable doing so, you can bring them up in class. You could also email me, come to my office hours, or leave anonymous feedback on my website (<http://www.bob-and-jenna.org/feedback.html>)¹. I am dedicated to making this class the best it can be. Part of that includes taking into account your suggestions and ideas when they are appropriate. I will often implement the changes you suggest if they are reasonable. Classes work best when they're a collaborative effort.

Plagiarism

All St. Lawrence students are bound by honor to maintain the highest levels of academic integrity. Plagiarism is academic theft, and I take it seriously. If you pass off someone else's work as your own (by, for example, using the comment system at Amazon.com to write part of your paper), punitive action will be taken against you, which could result in prosecution and affect your permanent record. If you're ever unsure about what constitutes plagiarism, do not hesitate to ask.

¹This truly is anonymous, I have no way of tracking anything you send this way. I do this to encourage you to provide your input.

What you can expect of your instructor:

I'll make every effort to be accessible as possible so you can get help if you need it. I will hold regular office hours and I encourage you to consult me during these hours for any questions or clarifications that you might have about your assignments or the course in general. Stop by, say hi, and give us a chance to get to know one another better. One of the true joys of my job is getting to know all of you. In this regard, feel free to stop by anytime for any reason if my office door is open. Maybe I'll even treat you to coffee....who knows. But if my door is closed, it usually means that I'm working with another student or on some project that requires all of my attention, and I ask that you do not disturb me. If my office hours are bad for you, you may schedule times with me outside of regular office hours for consultation. I will try to be as accessible as possible so that you can get help with your writing and the course material when you need it. Try to come to me when problems first manifest themselves; waiting too long could unnecessarily complicate things and hinder your progress in class. I'm happy to help you. Don't hesitate to visit.

Feel free to email me; I check email compulsively, and I normally respond to all email within 24 hours unless I'm out of town. If you need more interactive help, you can try to catch me on AOL's instant messaging service. My screen name is "BobTheSocProf" but I make no guarantees whatsoever about availability. Phone calls are fine too, but if you get my voicemail, be sure to speak slowly and leave an intelligible message with your name and number.

The big thing to remember is that to the greatest extent possible, I am willing to help you get the highest grade you can if you're willing to do the work. I expect much of you, but I will work hard to give you much in return. It is my belief that we all benefit by working together to make the class the best it can be.

Finally, be aware that I respect and uphold University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. I also respect and understand the University's IEAP policy. If you have an IEAP and find that you need accommodation for this class, come speak to me (preferably early in the semester) about how we might work best together. If you wait until the last minute, I might not be able to accommodate your needs.

You are advised to become familiar with the respective University regulations and are encouraged to bring any questions or concerns to my attention.

Required Texts

Danaher, K. (2001). *10 Reasons to Abolish the IMF and World Bank*. New York: Seven Stories Press.

Dangarembga, T. (1988). *Nervous Conditions*. Seattle: Seal Press.

Kamel, R. & Hoffman, A. (Eds.). (1998). *The Maquiladora Reader: Cross-Border Organizing Since NAFTA*. Philadelphia: American Friends Service Committee.

Kincaid, J. (1988). *A Small Place*. New York: Farrar, Strauss, and Giroux.

Martínez, R. (2001). *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Metropolitan Books.

McMichael, P. (2000). *Development and Social Change: A Global Perspective* (2nd edition Ed.). Thousand Oaks, CA: Pine Forge.

Tabb, W. K. (2001). *The Amoral Elephant: Globalization and the Struggle for Social Justice in the Twenty-First Century*. New York: Monthly Review Press.

Plus readings available on the T-drive, in the directory "Rtorres f02/Dilemmas of Development." Readings are organized by week, and marked here with a +.

Course Calendar²:

I. Foundations: The Beginnings of the Development Project

Mon. 2 September:

- Introduction

Wed. 4 September: The Development Project

- McMichael, Chapter 1.
- Development Dictionary: Development +

Mon. 9 September:

- Development Dictionary: State +
- McMichael, Chapter 2.

Wed. 11 September:

- Terrorism, Theirs and Ours: <http://www.sangam.org/ANALYSIS/Ahmad.htm>
- Barber, *Jihad vs. McWorld*, 2001 Introduction, Terrorism's Challenge to Democracy pp. xi-xxxii +
- Gitlin "Blame America First" +

Mon. 16 September:

- Goldsmith, Development as Colonialism +
- Rist, Chapter 3: The Making of a World System +
- Izzard sketch on flags (we'll listen to it in class)

Wed. 18 September: Colonialism and development

- *Latino USA*, pp. 1-20 +
- Galeano, *The Open Veins of Latin America*, "The Contemporary Structure of Plunder," pp. 205-261 +

Mon. 23 September:

- Fanon, *The Wretched of the Earth*, "Concerning Violence," pp. 35-106

Wed. 25 September:

- Kincaid, *A Small Place* - whole book

Mon. 30 September: Assignment 1 handed out

- Dangarembga, *Nervous Conditions*, Chs. 1 - 5

²This schedule is subject to change.

Wed. 2 October:

- Dangarembga, *Nervous Conditions*, Chs. 6 - end

Mon. 7 October:

- Film, title TBA

Wed. 9 October

- Assignment 1 due at the start of class, come to class prepared to discuss your work

Mon. 14 October: The Decline of the Development Project and the Rise of the Globalization Project

- Danaher, *10 Reasons to Abolish the IMF and World Bank*, whole book

Wed. 16 October:

- McMichael, Chapters 3 & 4

Mon. 21 October:

- Marx, *The Communist Manifesto*, page range TBA
- Marx, *Capital, Volume 1: The So-Called Primitive Accumulation*, handout

Wed. 23 October:

- Tabb, *The Amoral Elephant*, 1-98

Mon. 28 October:

- Tabb, *The Amoral Elephant*, 99-end

Wed. 30 October:

- Bottomore, ed., *Dictionary of Marxist Thought*, entries for “Commodity” and “Commodity Fetishism” +
- Marx, *Capital*, Chapter 1, section 4 +
- McMichael, Chapter 5

Mon. 4 November:

- Barndt, ed., *Women working the NAFTA Food Chain*, pp. 36-80 and 100-111 +

Wed. 6 November:

- Kamel and Hoffman, eds. *The Maquiladora Reader*, 1 - 56

Mon. 11 November: Assignment 2 distributed and discussed

- Kamel and Hoffman, eds. *The Maquiladora Reader*, 57 - end

Wed. 13 November:

- Film: Jungleburger - in class (52m.)
- Rifkin, *Beyond Beef*, Chapter 28 +

Mon. 18 November: Assignment 2 due

- Sassen, *Globalization and its Discontents*, Chapters 2 & 3, pp. 5 - 53 +
- Watch El Norte (on campus network)

Wed. 20 November:

- Martinez, *Crossing Over*, pp. 1 - 117

No class 25 and 27 November.

- Have a happy Thanksgiving!

Mon. 2 December:

- Martinez, *Crossing Over*, pp. 119-219

Wed. 4 December:

- Martinez, *Crossing Over*, pp. 220 - end

Mon. 9 December:

- McMichael, Chapters 7 & 8

Mon. 11 December:

- Wrap-up and final evaluations

Final paper due date TBA.

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