SOCY 472: Sociology of Development
Course Syllabus

INSTRUCTOR: Alex Da Costa
Mackintosh-Corry Hall, Room D421
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e-mail: alex.dacosta@queensu.ca

Office Hours: Tuesdays 3-4pm

COURSE LOCATION: Mackintosh-Corry Hall, Room C-508

COURSE DESCRIPTION

This seminar examines key ideas, theories, and actors (institutions, social movements, NGOs, governments, etc.) that have shaped mainstream and alternative development processes and practices. The course historicizes ‘development,’ looking at the ways in which its discursive and political economic aspects mutually reinforce power structures that determine which peoples do and do not count as ‘developed’ and which perspectives on change become part of development practice. The first part of the course covers the foundations of the capitalist world-system in colonial histories and the ways such history influenced the ideas and issues shaping ‘development’ in the twentieth and early twenty-first century. The second part of the course covers ideologies, institutions, and processes that led to a capitalist globalization shaped by neoliberalism. We also examine the effects of these process on particular spheres such as gender, the food system, NGOs, and Trade/Fair Trade. The final part of the course covers in depth several key areas in which capitalist development has created a social ‘crisis’—factory labor, peasants and land issues, finance and debt, and alternative forms of state governance. These weeks allow an exploration of the multilayered theoretical and experiential aspects of development as it takes place on the ground in recent times. We close the course with a consideration of the possible future(s) of development.

REQUIRED TEXTS:
• Other course readings are available through the moodle page “e-reserves” link.

AIMS: This course will provide students with a solid understanding of the social, political, cultural, and economic processes that shape development (edit).

COURSE FORMAT

The course has a seminar format that involves weekly discussions and debates that explore the theoretical arguments and implications of each assigned reading as well as their interconnections and contradictions. Our discussions will examine the readings through a close engagement with the text and argument of each author, while also assessing what we can learn and what remains to be understood from the readings. Students are required to attend all seminar sessions, complete
readings and weekly reading responses ahead of time, and participate constructively in class discussions. *You are required to bring copies of the readings to class.*

### MARK DISTRIBUTION

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<thead>
<tr>
<th>1. Participation and Attendance</th>
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<tr>
<td>• Reading responses</td>
<td>15%</td>
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<td>• In-class engagement</td>
<td>25%</td>
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<tr>
<th>2. Take-home Exam</th>
<th>20%</th>
<th>Due Week 8</th>
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<th>3. Final Research Paper</th>
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<tr>
<td>a. Part I</td>
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<td>b. Part II</td>
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<td>a. Due Week 10</td>
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<td>b. Due Fri., April 10</td>
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1. **Participation and Attendance: 40%**

   - **Reading responses: 15%**

   You are required to do three reading responses during the term (out of 12 weeks of readings). Each week is worth 5 percentage points.

   Deadline: You should email your responses to me no later than 2:30 Thursday, 24 hours before each class session. Late responses will not count and you will be marked ‘0’ for that week, as I need to read these with enough time to prepare for discussion.

   - **In-class engagement: 25%**

   This class is a seminar where class discussion is driven by students. Your in-class grade will be based on the consistency and quality of your engagement with course material. Earning a high grade on participation and attendance is dependent on your having completed all the readings before coming to class, thought about the readings and written good responses consistently, and helped generate critical and productive discussions in class. In-class activities may involve brief engagement with materials I bring in or assign for an activity. You are also encouraged to bring relevant and engaging material into class discussion. This can help enhance your participation grade.

2. **Take home exam: 20%**

6-7 pages due on **Friday, February 27 (Week 8)** at the beginning of class. This will be a take-home exam on material covered through week 5. I will hand out the questions in class on week 5. Any turned in after the deadline will be marked late accordingly with the course policy on deadlines (see below).

3. **Research Paper: 40%**
• Part I: 15% (DUE AT THE BEGINNING OF CLASS IN WEEK 10.)

1. working title
2. abstract
3. preliminary bibliography
4. detailed paper outline

Steps:
1. As we cover material during the semester, you should be thinking of what topic you want to explore for your research paper. *(Do not wait until the week before the assignment is due, you WILL NOT be able to complete it).* Newspaper articles, blogs or websites about development and/or race, and/or online documentary videos may help you get an idea of what is out there. Use the library and the internet to do preliminary searches.
2. Once you have a topic in mind, expand your reading beyond required course materials, such as “further reading,” books, journals, and policy papers. Use these other sources to develop a research question.
3. Present research topic and question to the professor for approval.
4. Begin deeper research into academic sources to help you write your paper. For your preliminary bibliography, you should list between 12 and 15 sources that may be useful for the writing of your paper. At least 3 but not more than 6 should be from the syllabus, the rest should be other readings you discover during the course of your research.
5. Compose your working title, preliminary abstract (describing your research questions and how you will go about substantiating your argument), organize your bibliography, and write an outline of your paper.

• Part II: 25%

DUE FRIDAY, APRIL 10 by 4 PM.

Based on your research question, topic, and sources, write a 15-16 page research paper.

Specifications:
- Include a cover page with the title, final version of your abstract, name, and other information.
- 12 point, times new roman font, 1 inch margins on all sides.
- The bibliography and title page do not count towards the total page length.
- Citation and Bibliography format should be ASA (American Sociological Association)

**MARKING METHOD**

All components of this course will receive numerical percentage marks. The final grade received for the course will be derived by converting the student's numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

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<tr>
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<th>Numerical Course Average (Range)</th>
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<tr>
<td>A+</td>
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<td>A</td>
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<td>A-</td>
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MARKING AND DEADLINE POLICY
Unless otherwise noted in the syllabus, all assignments will receive a late penalty of 15 percent per day unless accompanied by certified documentation. Please use the official medical certification form supplied by the Faculty of Arts & Science: http://www.queensu.ca/artsci/facstaff/guidelines/academic/medical.htm
If your reason for missing classes, submitting assignments late, and so forth is nonmedical in nature, you will still need to provide certification/official documentation, e.g., Queen’s Counselling Services.
Note: There will be no exceptions to this rule.

ACADEMIC INTEGRITY
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org/ica/res-2.php). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive (see http://www.queensu.ca/artsci/academics/academic-integrity). Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities at http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1) on the Arts and Science website (see http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), and from the instructor of this course.
Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the University.

ACCESSIBILITY/ACCOMMODATIONS
Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For

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<td>F</td>
<td>49 and below</td>
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more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcds/ds/

A NOTE ON COPYRIGHT
This course syllabus is copyrighted and for the sole use of students registered in DEVS 495/805. This material shall not be distributed or disseminated to anyone other than students registered in DEVS 495/805. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

NO LAPTOPS PERMITTED IN CLASS
SYLLABUS IS SUBJECT TO CHANGE

COURSE OUTLINE
Part I: History and Formation of Development

Week 1. Course Introduction: Defining and Studying Development


Week 2. Colonialism

• McMichael. Chapter 2: Instituting the Development Project. Read pages 26-42
• M. Davis, 'Origins of the Third World,' The Corner House, 27. Available at: www.thecornerhouse.org.uk/item.shtml?x=51983

Recommended:

Week 3. Development as Project

• McMichael. Chapter 2: Instituting the Development Project. Read pages 42-54

Optional Recommended Readings:

Part II: Development as Capitalist Globalization

Week 4. Globalizing Developments

• McMichael. 2012. “Chapter 4: Globalizing Developments” pp. 80-109
• Harriet Friedmann (2005), From Colonialism to Green Capitalism: Social Movements and Emergence of Food Regimes, in Frederick H. Buttel, Philip McMichael (ed.) New Directions in the Sociology of Global Development (Research in Rural Sociology and Development, Volume 11) Emerald Group Publishing Limited, pp. 227 – 264

Week 5. The Globalization Project, Debt, and Trade

• McMichael. “Chapter 5: Instituting the Globalization Project,” pp. 112-149
  o Chapter One: Movement or Market
  o Chapter Seven: Dancing with the Devil

Recommended:

Week 6 Effects and Experiences of the Globalization Project


Of interest:


Week 7. READING WEEK

THERE IS NO CLASS

Week 8: MIDTERMS DUE

FILM IN CLASS

Part III: Some Issues of Key Concern in Contemporary Development

Week 9. NGOs: Agents of Capitalist and Neoliberal Development?


Recommended:
• Barry-Shaw, Nicholas and Dru Oja Jay. 2012. “NGOs and empire: Canadian aid agencies take empire building seriously,” Briarpatch Magazine, July/August.
• Petras, James. “Imperialism and NGOs in Latin America” Monthly Review.

Week 10: The Crisis of the Globalization Project I: Towards Postneoliberalism?


Recommended:

Week 11: The Crisis of the Globalization Project II: Land and Labor Struggles

• McMichael. “Chapter 7: Global Countermovements” pp. 183-214

Food, Agriculture, and Peasant Movements
• “Nyéléni Declaration on Food Sovereignty” Journal of Peasant Studies 36(3): 673-676.

Worker Run Factories

Recommended:
Week 12: The Crisis of the Globalization Project III: the Politics of Finance and Debt


***RESEARCH PAPER PART I DUE***

Week 13. Development Futures and Alternatives


*** RESEARCH PAPERS DUE APRIL 10TH (FRIDAY) ***