

Sociology 339
Sociology of Developing Nations
Spring 2016
MWF 8:30 – 9:20 am
University Hall 203

Preethi Krishnan

Office: Stone Hall 309 (Please look for me in the computer lab next to 341!)

Office hours: Wednesday 9:30 am to 10:30 am.

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Course website: Please access by logging on to Blackboard Learn with your Purdue career account. Any future changes to the syllabus will be posted on Blackboard.

Course Summary and Objectives

This is an introductory course to Sociology of Developing Nations. This course will introduce students to the concept of development (theories of development, measuring development) and to various actors (State, International Institutions, Transnational Corporations and Civil Society) involved in international development. This course puts special emphasis on how globalization impacts development across the world. The course will also focus on how women in the developing world experience various development projects. While the effort is to understand structural aspects of development, assignments will be included to provide students the opportunity to connect theory to people's experience of development or underdevelopment.

Course Readings

- Boo, Katherine. 2012. "Behind the Beautiful Forevers: Life, death and hope in a Mumbai undercity." – For Assignment 2
Available online at
<http://purdue.ebib.com.ezproxy.lib.purdue.edu/patron/FullRecord.aspx?p=868298&echo=1&userid=ne3glN40qE2X815cQJImYg%3d%3d&tstamp=1375969177&id=0246CB862E1EFDE1D936194A328CBEE50B4C4CAE>
 - Other readings will be made available in Blackboard.
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Emergency Preparedness:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Any such changes will be posted on Blackboard. However, you can always write to me at pkrishn@purdue.edu if you ever have any questions about this course.

Assessment Methods

Note: These dates are tentative and may change depending on our progress through the semester.

Evaluation Format	Weight	Date
Leading Discussions and Critical Summary of Readings	20%	Different for different groups
Discussion Questions and one paragraph summary	20%	On days when Lead Discussions are scheduled
Assignment 1: Jamaica and Development	15%	17 th February 2016
Assignment 2: Book Discussion	15%	9 th March 2016
Final Exam	30%	29 th April 2016
TOTAL	100%	

Grading

Grade	Points
A+	96.5 and higher
A	93 - 96.4
A-	90 - 92.4
B+	87 - 89.4
B	83 - 86.4
B-	80 - 82.4
C+	77 - 79.4
C	73 - 76.4
C-	70 - 72.4
D+	67 - 69.4
D	63 - 66.4
D-	60 - 62.4
F	0 - 59.4

Please check your scores on Blackboard regularly and let me know if you have any clarifications.

Assignments

There is a total of THREE assignments in this course. 1)Critical Summary of Readings 2) Research Assignment. 3) Book Review. The assignments will be posted on the Blackboard at least one week before the due date. Besides the written component, some assignments also include class discussions.

Assignment Policies

1. Assignments that are turned in late could be downgraded. Assignments submitted by the beginning of next class will receive half credit. This means that a late assignment (submitted by the beginning of the next class) which scored 20 points will be awarded only 10 points. No credit will be awarded to students who submit assignments later than that.
2. One of the assignments is designed to be a response to a book. Please ensure that any quotes from the book are mentioned with quotation marks and page numbers in the assignment.
3. While discussions with classmates are encouraged, the turned in assignment should be your own work. Copying from other students' work will be considered as plagiarism. Plagiarism will not be tolerated and may result in failure of the class.
4. Assignments will be considered complete only if you participate in class discussions on the due date. Points for assignments include participation points. Therefore, please plan to be present in class for those dates.
5. **Leading discussions and Critical Summary:** The class will be divided into smaller groups and each group will be expected to lead class-discussions on the reading material on a week during the semester. The team will have to present the material to the class and lead discussions. Team members will be expected to submit a two-page summary on the reading material **the night before the class begins**. The summary of the reading material will be a critical reading of the material. These summary papers will NOT be a group effort. Every individual of the group must submit a separate paper. However, the group can use questions submitted by other students in the class to initiate discussions.
6. **Discussion Questions and Paragraph Summary:** Readings for the course will be uploaded on blackboard. Students are expected to read the material, post a paragraph summary and two discussion questions on blackboard the day before (**by noon**) the lead discussion. % of the total points are based on discussion questions across eight weeks.

You are responsible for being present in class during class discussions. The final exam could include any discussion, movie, reading or example that we have talked about in the class. It is difficult to make up for your presence in class for the discussions.

Attendance: Attending class is essential to get the most out of the course. While I have not assigned any points for attendance, there will be negative points for missing classes. If a student misses more than four class hours during the semester, I may decide to downgrade your final grade by one letter grade. I will be taking attendance on all days at the beginning of the class.

General Guidelines

1. If you miss any class, please make sure to check with your classmates regarding the lecture and regarding any announcements made in class. Please be responsible for your absence.
2. While in class, please refrain from texting, emailing, facebooking, tweeting or any other online activities unrelated to our topic of discussion. Such activities will be considered disruptive, and I may have to ask the student to leave.
3. Some of our topics are controversial and we may all have differing views regarding those topics. You may disagree with someone's opinion. However, please be respectful while doing so.
4. Please participate in class discussions.

Course Schedule

Week	Day	Date	Topic	Assignment
W1	M	Jan 11	Introduction	
	W	13	Measuring Development	
	F	15	Human Development Report	
		Reading	http://hdr.undp.org/en/media/HDR_2011_EN_TechNotes.pdf Sen, Amartya. 2000. "Introduction." Pp. 3-34 in <i>Development as Freedom</i> , by Amartya Sen. New Delhi: Oxford University Press. Recommended Reading: http://www.undp.org/content/dam/undp/library/corporate/HDR/2013GlobalHDR/English/HDR2013%20Summary%20English.pdf	
W2	M	18	MARTIN LUTHER KING JR. DAY (NO CLASS)	
	W	20	Development Theories	
	F	22	Development Theories	
		Reading	Desai, Radhika. 2012. "Theories of Development." Pp. 45-67 In <i>Introduction to International Development: Approaches, Actors and Issues</i> edited by Paul A. Haslam, Jessica Schafer and Pierre Beaudet. Ontario: Oxford University Press.	
W3	M	25	Development Theories	
	W	27	Development Theories	
	F	29	Introduction to Globalization	
		Reading	Contd. : Desai, Radhika. 2012. "Theories of Development." Pp. 45-67 In <i>Introduction to International Development: Approaches, Actors and Issues</i> edited by Paul A. Haslam, Jessica Schafer and Pierre Beaudet. Ontario: Oxford University Press.	
W4	M	Feb 1	Globalization	
	W	3	Globalization	
	F	5	Lead Discussion 1	
		Reading	Sen, Amartya. 2015. "How to Judge Globalism." Pp. 19-24 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell. Sparke, Matthew. 2013. "Globalization." Pp. 1-25 In <i>Introducing Globalization: Ties, Tensions and Uneven Integration</i> by Matthew Sparke UK: Wiley Blackwell.	
W5	M	8	Neoliberal approach	
	W	10	Neoliberal approach	
	F	12	Lead Discussion 2	
			Capling, Anne and Richard Higgot. 2011. "The Future of the Multilateral Trade System – What Role for the World Trade	

	Reading		<p>Organization?" Pp. 260-264 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.</p> <p>Vreeland, James. 2011. "The International Monetary Fund." Pp. 254-259 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.</p> <p>Glenn, John. 2011. "Welfare Spending in an Era of Globalization: The North-South Divide." Pp. 238-242 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.</p> <p>Saeed, Amir, Mehmood ul Hassan, Ghalib Atta and Qurrat ul Ain Qazi. 2015. "The Politics of Poverty Reduction Strategy Papers." <i>Journal of Political Studies</i> 22(2):595-614.</p> <p>International Monetary Fund. 2015. "International Monetary Fund Factsheet: IMF Conditionality." Available at https://www.imf.org/external/np/exr/facts/pdf/conditio.pdf Accessed on January 23rd 2016.</p>	
W6	M	15	Neoliberal approach – Review of Assignment	
	W	17	Class Discussion: Assignment 1	Assignment 1 Due
	F	19	Transnational Corporations	
	Reading		Boo, Katherine. 2012. <i>Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Undercity</i> .	
W7	M	22	Transnational Corporations	
	W	24	Transnational Corporations	
	F	26	Lead Discussion 3	
	Reading		<p>Bradsher, Keith. 2015. "A Chinese Company in India, Stumbling Over a Culture." <i>The New York Times</i>. Retrieved February 11, 2016 http://www.nytimes.com/2015/12/31/business/international/a-chinese-company-in-india-stumbling-over-a-culture.html</p> <p>Fallow, James. 2015. "China Makes, The World Takes." Pp. 169-174 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.</p> <p>Ramamurthy, Priti. 2015. "Why Is Buying a 'Madras' Cotton Shirt a Political Act?" Pp. 204 -223. In <i>The Globalization and Development Reader</i> edited by J. Timmons Roberts, Amy Bellone Hite and Nitsan Chorev. West Sussex:Wiley Blackwell.</p>	
W8	M	29	AID and NGOization	
	W	Mar 2	Global Inequality	

	F	4	Lead Discussion 4	
	Reading		<p>Jackson, Jeffrey. 2005. <i>The Globalizers</i>. Maryland: The John Hopkins University Press.</p> <p>McCoy, David, Gayatri Kembhavi, Jinesh Patel and Akish Luintel. 2015. "The Bill & Melinda Gates Foundation's Grant Making Programme for Global Health." Pp. 302-307 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.</p> <p>Macfarquhar, Larissa. 2016. "What Money can Buy: Darren Walker and the Ford Foundation set out to Conquer Inequality." <i>The New Yorker</i> January Issue: 38-52.</p>	
	M	7	Global Inequality	
W9	W	9	In Class Discussion 1: Behind the Beautiful Forevers	Assignment 2 Due
	F	11	Lead Discussion 5	
	Reading		<p>Wolf, Martin. 2012. "Incensed about Inequality." Pp. 180-186 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.</p> <p>Wade, Robert Hunter. 2012. "Is Globalization Reducing Poverty and Inequality?" Pp. 187-193 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.</p> <p>Bardhan, Ashok. 2015. "The Twin Excesses- Financialization and Globalization – Cuse the Crash." Pp. 215-217 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.</p>	
W10	M	14	SPRING BREAK	
	W	16	SPRING BREAK	
	F	18	SPRING BREAK	
	Reading		None	
W11	M	21	Political Globalization	
	W	23	Political Globalization	
	F	25	Lead Discussion 6	
	Reading		Nash, Kate. 2009. <i>Contemporary Political Sociology: Globalization, Politics and Power</i> . West Sussex: Blackwell Publisher.	
W12	M	28	Gender and Development	
	W	30	Gender and Development	

	F	Apr 1	Gender and Development	
	Reading		NONE	
W13	M	4	Gender and Development	
	W	6	Gender and Development	
	F	8	Lead Discussion 7	
	Reading		<p>Cornwall, Andrea and Althea-Maria Rivas. 2015. "From 'Gender Equality and 'Women's Empowerment' to Global Justice: Reclaiming a Transformative Agenda for Gender and Development." <i>Third World Quarterly</i> 36(2): 396-415.</p> <p>Seidman, Gay. 1999. "Gendered Citizenship: South Africa's Democratic Transition and the Construction of a Gendered State." <i>Gender and Society</i> 13(3): 287-307</p>	
W14	M	11	Environment and Development	
	W	13	Environment and Development	
	F	15	Lead Discussion 8	
	Reading		<p>Nath, Pradosh.K and Bhagirath Behera. 2011. "A Critical Review of Impact of and Adaptation to Climate Change in Developed and Developing Economies." <i>Environment, Development and Sustainability</i> 13(1): 141-162.</p> <p>Meyer, Robinson. 2015. "The Still Unresolved Questions of the Paris Climate Agreement." <i>The Atlantic</i>. Available at http://www.theatlantic.com/science/archive/2015/12/what-does-the-paris-agreement-say/419577/ Retrieved on April 8th 2016.</p>	
W15	M	18	Social Movements	
	W	20	Social Movements	
	F	22	Social Movements	
	Reading		International Forum on Globalization. 2012. "A Better World is Possible." Pp. 517-528 In <i>The Globalization Reader</i> edited by Frank. J. Lechner and John Boli. MA: Wiley Blackwell.	
W16	M	25	Social Movements – Group Exercise	
	W	27	Course Review	
	F	29	Review	

PURDUE POLICIES

Academic Dishonesty

Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated, “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.” [University Senate Document 72B18, December 15, 1972]

This course has several writing assignments. Plagiarism will not be tolerated and can result in failure of the class.

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, violent behavior is prohibited in or on any University Facility or while participating in any university activity. Please the following website for additional information:

http://www.purdue.edu/policies/pages/facilities_lands/i_2_3.shtml

Students with Disabilities

Please feel free to speak with me if you require any special accommodation for test taking or note taking. If possible please speak to me within the first three (3) weeks of the semester in order to discuss any adjustments. Please speak with me even if you face temporary disability during the course of semester as well. You may also need to notify the Disability Resource Center (<http://www.purdue.edu/drc>) in such situations.

Nondiscrimination

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. DB1 which provides specific contractual rights and remedies.