SOCIOLOGY OF DEVELOPMENT

Sociology 6845-001

University of Utah, Fall 2023

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: by appointment

Course Description

This graduate-level seminar provides an overview of current research on the sociology of 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;

This is a reading-, writing-, and participation-intensive course. You must be prepared to do all of the reading, to complete the regular writing assignments, and to participate actively in classroom discussions.

Participation

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. 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 considering potential avenues of future research.

Presentations

Each class will begin with a brief 12-15 minute presentation, and each student will present *two times* during the semester. The goal of the presentations is twofold: to push you to think even deeper about the course material, and to provide a foundation for the classroom discussion.

When it is your turn to present, you must bring a 1-page handout for each person in class. The text must be 12 point font, and must not cover more than a single 8.5" x 11" page. The handout should *summarize* the points that you will elaborate in your presentation, and should include the following four sections:

- Argument: identify and explain 3-4 central arguments that the authors make in the readings. **Summarize each argument in a single sentence, and then provide subpoints as you see fit.** Diagrams and tables are encouraged, but not required.
- Strengths/weaknesses: identify and explain 1-2 strengths and 1-2 weaknesses of the readings.
- Compare and contrast: consider how the readings for the week relate to each other *or* to readings from previous weeks. Make 2-3 comparisons or contrasts between different authors.
- Discussion questions: raise 2-3 potential questions for discussion.

THREE IMPORTANT NOTES ABOUT PRESENTATIONS:

First, your presentation is not a detailed summary of all that takes place in the readings, which is not possible within 12-15 minutes. **Do not provide a chapter-by-chapter recap.** Rather, I want you to cut to the root of what you think is most important about the readings.

Second, your summary should assess all of the readings for that day, to the best of your ability. I want you to identify 3-4 arguments, 1-2 strengths, 1-2 weaknesses, 2-3 comparisons, and 2-3 questions overall, not for each reading.

Third, your handout should be a summary of your summary. Think bullet points rather than paragraphs. Identify the main ideas and leave some of the details for your actual presentation. I want the other students to listen to you, and they will be unable to do that if they are reading the entire time.

Critical response essays

Beginning in the second week, each week you are required to submit a critical response essay of 350-450 words. Critical response essays are due on Monday at 11:59pm. Please submit them through the relevant assignment in Canvas. PLEASE SUBMIT ON TIME. If you submit late, I will most likely not be able to provide you with written feedback.

Your essay should respond to the readings for the week, addressing each of the following three items in some way:

- What is the central argument, and what supporting evidence do the authors provide?
- What are the strengths and weaknesses of the work?
- How do the readings relate to each other and/or to previous readings?

Please take care to avoid the common trap of focusing overwhelmingly on summary. Make sure to include critical analysis of the work, including consideration of strengths and weaknesses, as well as how it compares or contrasts with other works.

Short papers

Each student will complete two short papers. For the first paper, you will compare and contrast three authors from the course. For the second paper, you will gather empirical material for a mini-case study of development. You will have 1,000 words for the first paper, and 2,500 words for the second paper. You must also submit two preliminary proposals for the mini-case study paper.

Please note the key deadlines below:

Mini-case study proposal #1	September 22, 2023 at 11:59pm
Compare and contrast paper	October 7, 2023 at 11:59pm
Mini-case study proposal #2	November 10, 2023 at 11:59pm
Mini-case study paper	December 11, 2023 at 11:59pm

Grading – breakdown of final course grade

Participation and presentations	34 percent
Critical response essays	33 percent
Short papers	33 percent

READING SCHEDULE

August 22 – Introduction

Hickel, Jason. 2017. *The Divide: Global Inequality from Conquest to Free Markets*. New York: W.W. Norton. [Chapters 1-2, 5-9]

Cole, Teju. 2012. "White Savior Industrial Complex," *The Atlantic,* March 21.

August 29 – Decolonization and self-determination

Getachew, Adom. 2019. *Worldmaking after Empire: The Rise and Fall of Self-Determination*. Princeton: Princeton University Press.

McMichael, Phillip. 2017. *Development and Social Change: A Global Perspective*. New York: Russell Sage. [pp. 26-54]

September 5 – Theorizing development

Burawoy, Michael. 2019. "Afterword: Resolving Polanyi's Paradox," Pp. 213-224 in *Karl Polanyi's Political and Economic Thought,* edited by Gareth Dale, Christopher Holmes, and Maria Markantonatou. Newcastle upon Tyne: Agenda.

Esteva, Gustavo. 2010. "Development." Pp. 1-23 in *The Development Dictionary: A Guide to Knowledge as Power,* Second Edition, edited by Wolfgang Sachs. London: Zed Books.

Harvey, David. 2005. *A Brief History of Neoliberalism.* Oxford: Oxford University Press. [selections]

Mahoney, James, and Diana Rodriguez-Franco. 2018. "Dependency Theory," Pp. 22-42 in *Oxford Handbook of the Politics of Development,* edited by Carol Lancaster and Nicolas van de Walle. New York: Oxford University Press.

Rostow, W.W. 1959. "The Stages of Economic Growth." *The Economic History Review,* XII(1): 1-16.

Sen, Amartya. 1999. *Development as Freedom*. New York, NY: Anchor. [selections]

September 12 – Imperialism and hegemony

Alami, Ilias. 2019. "Global Finance Capital and Third World Debt." *The Palgrave Encyclopedia of Imperialism and Anti-Imperialism,* edited by I. Ness and Z. Cope. Springer.

Babb, Sarah, and Alexander Kentikelenis. 2021. "Markets Everywhere: The Washington Consensus and the Sociology of Global Institutional Change." *Annual Review of Sociology* 47: 521-541.

Kohli, Atul. 2020. *Imperialism and the Developing World: How Britain and the United States Shaped the Global Periphery*. Oxford: Oxford University Press. [pp. 1-18, 69-76, 142-151, 196-205, 209-214, 249-259, 321-331, 341-365, 388-427]

Silver, Beverly J. 2020. "Plunges Into Utter Destruction and the Limits of Historical Capitalism," Pp. 35-45 in *Capitalism in Transformation: Movements and Countermovements in the 21st Century,* edited by Roland Atzmuller et al. Cheltenham: Edward Elgar.

Smith, John. 2015. "Imperialism in the Twenty-First Century." *Monthly Review* 67(3): 82-94.

September 19 – Developmental state

Block, Fred, Matthew R. Keller, Marian Negoita. "Revisiting the Hidden Developmental State." *Politics & Society*.

Bradlow, Benjamin. 2022. "Embeddedness and Cohesion: Regimes of Urban Public Goods Distribution." *Theory and Society* 51: 117-144.

Chibber, Vivek. 2014. "The Developmental State in Retrospect and Prospect," Pp. 30-54 in *The End of the Developmental State?*, edited by Michelle Williams. New York: Routledge.

Evans, Peter. 2023. "From Embedded Autonomy to Counter-Hegemonic Globalization: A 60-Year Adventure in Exploring Comparative Political Economy." *Annual Review of Sociology* 49.

Evans, Peter B., and Patrick Heller. 2017. "Human Development, State Transformation, and the Politics of the Developmental State," Pp. 691-713 in *The Oxford Handbook of Transformations of the State,* edited by Stephan Leibfried, Evelyne Huber, Matthew Lange, Jonah D. Levy, Frank Nullmeier, and John D. Stephens. Oxford: Oxford University Press.

Heller, Patrick. 2022. "Democracy in the Global South." *Annual Review of Sociology* 48: 463-484.

Wright, Erik Olin. Review of Peter Evans, *Embedded Autonomy: States and Industrial Transformation* (1995).

September 26 – Developmental failure

Ferguson, James. 1994. *The Anti-Politics Machine: "Development", Depoliticization, and Bureaucratic Power in Lesotho.* Minneapolis: University of Minnesota Press. [Preface, Chapters 1, 2 (part), 5, 6, 9, Epilogue; pp. xiii-xvi, 3-30, 55-74, 135-166, 169-193, 251-288]

Scott, J. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed.* New Haven: Yale University Press. [Introduction and Chapters 2 (part), 3, 7, 9 (part), 10; pp. 1-9, 64-83, 87-102, 224-261, 309-319, 342-357]

October 3 – Dispossession

Levenson, Zachary. 2022. *Delivery as Dispossession: Land Occupation and Eviction in the Postapartheid City*. Oxford: Oxford University Press. [selections]

Levien, Michael. 2018. *Dispossession without Development: Land Grabs in Neoliberal India*. Oxford: Oxford University Press. [selections]

Chuang, Julia. 2015. "Urbanization through Dispossession: Survival and Stratification in China's New Townships." *The Journal of Peasant Studies* 45(2): 275-294.

October 10 – FALL BREAK (NO CLASS)

October 17 – China in the globe

Hung, Ho-Fung. 2022. *Clash of Empires: From "Chimerica" to the "New Cold War."* Cambridge: Cambridge University Press. [selections]

Lee, Ching Kwan. 2018. *The Specter of Global China: Politics, Labor, and Foreign Investment in Africa.* University of Chicago Press. [selections]

October 24 – Chinese urbanization

Friedman, Eli. 2022. *The Urbanization of People: The Politics of Development, Labor Markets, and Schooling in the Chinese City*. New York: Columbia University Press. [selections]

Rodenbiker, Jesse. 2023. *Ecological States: Politics of Science and Nature in Urbanizing China*. Ithaca: Cornell University Press. [selections]

October 31 – Labor and surplus populations

Benanav, Aaron. 2020. "A World Without Work?" *Dissent*, Fall.

Hough, Phillip A. 2019. "The Winding Paths of Peripheral Proletarianization: Local Labor, World Hegemonies, and Crisis in Rural Colombia." *Journal of Agrarian Change* 19(3): 506-527.

Nilsen, Alf Gunder. 2020. "Give James Ferguson a Fish." *Development and Change* 52(1): 3-25.

Paret, Marcel. 2023. "The Power and Politics of Precarious Resistance," in *Handbook of Research on the Global Political Economy of Work*, edited by Maurizio Atzeni, Dario Azzellini, Alessandra Mezzadri, Phoebe Moore, Ursula Apitzsch. Cheltenham: Edward Elgar.

Rosaldo, Manuel. 2021. "Problematizing the 'Informal Sector': 50 Years of Critique, Clarification, Qualification, and More Critique." *Sociology Compass* 15(9): e12914, 1-14.

Zhan, Shaohua, and Ben Scully. 2018. “From South Africa to China: Land, Migrant Labor and the Semi-Proletarian Thesis Revisited.” *The Journal of Peasant Studies* 45(5-6): 1018-1038.

November 7 – Gender and sexuality in India

Roychowdhury, Poulami. 2020. *Capable Women, Incapable States: Negotiating Violence and Rights in India*. Oxford: Oxford University Press. [selections]

Vijayakumar, Gowri. 2021. *At Risk: Indian Sexual Politics and the Global AIDS Crisis*. Stanford: Stanford University Press. [selections]

November 14 – Degrowth and Green New Deals

Cohen, Daniel Aldana, and David Bond. 2022. “A Green New Deal for Housing,” Pp. 237-254 in *The Green New Deal and the Future of Work*. New York: Columbia University Press.

Cohen, Daniel Aldana, and David Bond. 2022. “Toward a Theory of Climate Praxis: Confronting Climate Change in a World of Struggle,” Pp. 271-292 in *Crisis Under Critique: How People Assess, Transform, and Respond to Critical Situations*, edited by Didier Fassin and Axel Honneth. New York: Columbia University Press.

Kallis, Giorgos, Susan Paulson, Giacomo D'Alisa, and Federico Demaria. 2020. *The Case for Degrowth*. Cambridge: Polity Press. [Chapters 1-2 and Frequently Asked Questions; pp. 1-43, 110-129]

Hickel, Jason, and Giorgos Kallis. 2020. “Is Green Growth Possible?” *New Political Economy* 25(4): 469-486.

Hickel, Jason. 2019. “Chapter 5: Pathways to a Post-Capitalist World,” in *Less is More: How Degrowth Will Save the World*. London: William Heinemann.

Mastini, Riccardo, Giorgos Kallis, and Jason Hickel. 2021. “A Green New Deal Without Growth?” *Ecological Economics* 179: 1-9.

Riofrancos, Thea. 2019. “Plan, Mood, Battlefield: Reflections on the Green New Deal.” *Viewpoint*, May 16.

Debate in *Review of Radical Political Economics*:

- Pollin, Robert. 2019. “Advancing a Viable Global Climate Stabilization Project: Degrowth vs the Green New Deal.” *Review of Radical Political Economics* 51(2): 311-319.
- Schor, Juliet B., and Andrew Jorgenson. 2019. “Is it Too Late for Growth?” *Review of Radical Political Economics* 51(2): 320-329.
- Pollin, Robert. 2019. “Degrowth vs Green New Deal: Response to Juliet Schor and Andrew Jorgenson.” *Review of Radical Political Economics* 51(2): 330-332.
- Schor, Juliet B., and Andrew Jorgenson. 2019. “Response to Bob Pollin” *Review of Radical Political Economics* 51(2): 333-335.

November 21 – THANKSGIVING WEEK (NO CLASS)

November 28 – Democracy

Heland, Gabriel. 2023. *Democracy on the Ground: Local Politics in Latin America's Left Turn*. New York: Columbia University Press. [selections]

Benanav, Aaron. 2022. "Socialist Investment, Dynamic Planning, and the Politics of Human Need." *Rethinking Marxism* 34(2): 193-204.

Riofrancos, Thea. 2017. "Scaling Democracy: Participation and Resource Extraction in Latin America." *Perspectives on Politics* 15(3): 678-696.

December 5 – Challenging Racial Capitalism

Fraser, Nancy. 2022. *Cannibal Capitalism: How our System is Devouring Democracy, Care, and the Planet - and What We Can Do About It*. London: Verso. [Preface, Chapters 1, 2, 5, 6; pp. xiii-xvii, 1-52, 115-157]

Táíwò, Olúfẹ́mi O. 2022. *Reconsidering Reparations*. Oxford: Oxford University Press. [Chapters 1-3, 6; pp. 1-103, 191-208]

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).

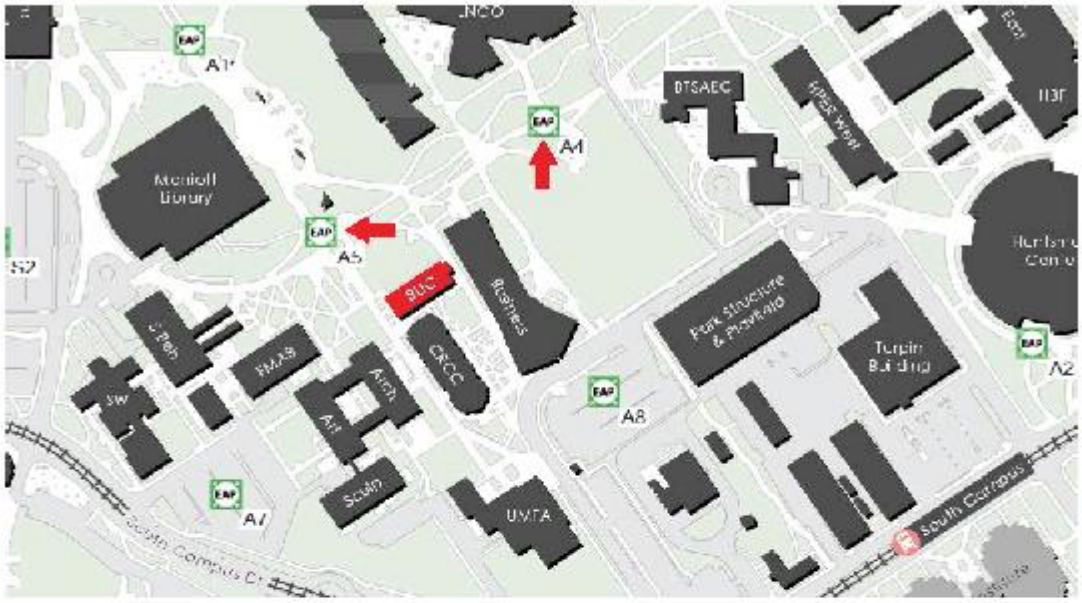
Sexual misconduct

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).

Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

College of Social and Behavioral Science
THE UNIVERSITY OF UTAH