Course Description

This course draws on various theories of development and social change to explain and critically analyze the structure and dynamics of socio-economic development of Third World Societies in Latin America, Asia, Africa and the Middle East. In particular, the course examines the major theoretical perspectives of development such as modernization, dependency/underdevelopment, Marxism and World Systems. Furthermore, it considers major development strategies and policies influenced by some of the dominant development theories such as modernization as well as selected case studies in Third World countries. The theories and case studies discussed and analyzed in this course are considered within a historical comparative framework at the national, regional and global levels.

CORE OBJECTIVE 11

This course satisfies C011- Global Contexts. Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Through a combination of essay exams and reaction papers students will be able to critically analyze connections among national, regional and global development contexts of selected Third World countries using any of the major theories or strategies of development. Furthermore, students should be able to distinguish between emerging economies (e.g. Brazil, Russia, India, China, and South Africa) and Third World Countries and demonstrate how the emerging economies have transitioned to their current status from their former status.

Student Learning Outcomes (SLOs)

Students will be able to:

- **SLO#1**: Articulate and evaluate connections among national, regional and global development contexts of selected countries in the Third World, using any of the major theoretical perspectives or strategies of development.

- **SLO #2**: Demonstrate how globalization impacts the development or underdevelopment of selected Third World Countries or entire continents (such as Africa, Asia or Latin America). In particular students to apply the dependency/underdevelopment theories with the help of particular case-studies.

- **SLO #3**: Identify, analyze and interpret connections of dominant development theories to strategies and policies of development in Third World Countries, especially those in Africa, Latin America and Southeast Asia.
• SLO #4: Identify and apply relevant theories and strategies of development to selected case studies in Third World Countries. In particular, indicate how modernization theories linked to neoliberal market policies have brought about economic development. Conversely, show how theories of development, underdevelopment linked to the state have created economic development.

• SLO #5: Critically analyze how emerging economies (such as Brazil, Russia, India, China, and South Africa) have managed to transition from Third World Status to their current status, which, locates them current Third World Countries and countries in the first world such as the United States.

Direct Assessment Methods include:
• Three essay exams with questions that require students’ demonstration of knowledge of major development theories, strategies and policies covered in the assigned readings and lectures. Students’ response to each question in class in the bluebook note will require 25 minutes to answer fully.

• A total of four, two-page typed and double spaced reaction papers for undergraduate students based on questions from specific topics or themes relevant to the class content and drawn from videos and/or investigative journal articles or articles from leading national or international newspapers.

• Graduate students will take the first and second midterms, but instead of the final exam will be required to do additional readings and write a 20 page research paper on a topic that is directly relevant to the course content and approved by the instructor.

Structure of the Course:
The course will consist primarily of lectures but interspersed with “Q+A” to ascertain students’ understanding of the assigned readings and lecture notes accessible to students on the Web Campus. Video documentaries and relevant articles (including investigative articles from journals or leading national and international newspapers) will be used to generate class discussion and reaction papers. A combination of these techniques would enhance student comprehension of the course material and make them to appreciate its application to the contemporary world or real situations.

Class Attendance:
Attendance and participation are required. Students are expected to read assigned weekly readings as well as lecture notes on the Web Campus before each bi-weekly class meeting. Attendance and participation plus reaction papers (tied to attendance as they are due in class in person) count as 10 percent of the course grade.

Exams, Papers and Study Guides:
Undergraduate students will be required to take three exams; two midterms and a final exam. In addition, they are expected to do four reaction papers based on a topic or theme relevant to the course content. Graduate students will be required to take the first and second midterms, but instead of a final exam will be required to do additional reading and write a 20 page research paper on a topic based on the course content and approved by the Instructor. Guidelines for the
paper and dates when the draft and final paper are due will be provided during the first lecture session. Study guides for the three exams will be distributed in class and later posted on the Web Campus a week before the in-class, closed-book exam. Questions on study guides will reflect the course content and be based on assigned readings and lectures, and other material presented or showed in class and posted on the Web Campus.

Grades: The grade distribution for this course is as follows:

- 94-100 A
- 90-93 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- 60-62 D-
- 59 and below F

Grading:

- Exam 1 – 25%
- Exam 2 – 25%
- Final (3) – 40%
- Attendance, participation – 10%
  and reaction papers (for undergraduates only).

Required Readings

The following five books are required for this course and are available at the ASUN Bookstore:

- Johnson W. Makoba, *Rethinking Development Strategies in Africa*
- Philip McMichael, *Development and Social Change*
- Jorge Larrain, *Theories of Development*
- Alvin Y. So, *Social Change and Development*

Additional books and articles are placed on regular or electronic reserve at the IGT Knowledge Center Library.
**Course Readings**

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<td>The New Modernization Studies</td>
<td>Week 3&lt;br&gt;Sept. 8-10</td>
<td>So, <em>Social Change and Development</em>, Chapter 4.&lt;br&gt;*Countries in Africa, Latin America, Asia and Middle East.</td>
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<td>A Case Study</td>
<td>Week 4&lt;br&gt;Sept. 15-17</td>
<td>Uma Lele, “Rural Africa: Modernization, Equity and Long-Term Development”. (On e-reserve in IGT Knowledge Library.)&lt;br&gt;*Africa – focus in Sub-Saharan Africa.</td>
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<td>Week 9&lt;br&gt;Oct. 20-22&lt;br&gt;Exam II&lt;br&gt;(10/22)</td>
<td>Larrain, <em>Theories of Development</em>, Chapters 1 and 2.&lt;br&gt;Alavi and Shanin (eds.), <em>Introduction to the Sociology of Developing Societies</em>, Chapters, 1, 3, 8 and 21.&lt;br&gt;*Focus on countries in Africa, Latin America</td>
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<td>Week</td>
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<td><em>Focus on countries in Latin America and Asia.</em></td>
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<td><em>Focus on countries in Asia, (e.g. Sri Lanka, Bangladesh and Indonesia)</em></td>
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<td><em>Focus on countries in Africa, Latin America and Asia.</em></td>
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**Statement on Academic Dishonesty:**

"Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the
course or for the assignment. For more details, see the University of Nevada, Reno General Catalog."

Support Services

Statement of Disability Services:
"Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations."

Statement for Academic Success Services:
For example, "Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring-center), and University Writing Center (784-6030 or http://www.unr.edu/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student."

Statement on Audio and Video Recording:
"Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."