

**DEVELOPING SOCIETIES**  
**SOCI 4160.002**  
**Spring 2006**

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<b>Office:</b>	Chilton Hall 397-E
<b>Office Hours:</b>	Tuesdays/Thursdays 1:45 – 2:45 PM
<b>Class Period &amp; Room:</b>	Tuesdays/Thursdays 9:30 - 10:50 PM, Wooten 111

**REQUIRED TEXTS**

- Robbins, Richard H. 2005. Global Problems and the Culture of Capitalism. (3rd edition) New York: Allyn and Bacon.
- Peet, Richard. 1999. Theories of Development. New York: The Guilford Press.

Additional readings may be added as needed.

**COURSE DESCRIPTION**

Traditionally, "Developing Societies" is a survey course which tends to focus on 1) the historical processes of social, economic and political development, and, 2) more specifically, societies in the developing world within the context of an international division of labor and the global political economy. As such, this course will address these theoretical developments and issues in this area of sociology, but will also include contributions from other disciplines (e.g., anthropology, economics and political science). One major point of this course, however, will be that past and current Western models of development may have limited relevance to these "developing" societies. In fact, possibly the conventional wisdom as to the success of our own development experience may be corrupt. (After all, is not history written by those who win?) As such, we must first deal with the concept of "development" and put it into its proper sociopolitical and historical context. Therefore, the specific objectives of this course are to:

1. explore the nature of social change and development,
2. describe the history, characteristics and debates within and about the field of development,
3. examine the theoretical foundations of the sociology of development and social change,
4. discuss and critique the major schools of thought in development,
5. discuss and critique methods and approaches used in development research,
6. consider the application and testing of the theoretical principles of this area of sociology, and
7. explore possible data sources for research on development and developing societies.

Many terms are used to label societies found in Latin America, Africa and Asia, including "developing," "undeveloped," "underdeveloped" and "lesser developed." The term, "Third World," is a misleading remnant of Cold War thinking. In general, this term has been used to refer to countries in Asia, Africa and Latin America that are poor and struggling with economic development and that did not belong to the world of the United States and its allies or to the world of the former Soviet Union and its allies. These "developing societies" do not constitute a coherent whole. Rather, they are a diverse set of non-Western states, some of which have recently formed a political structure called the Non-aligned Nations. Therefore, in this class and for lack of a better term, we will refer to these societies as "developing societies."

What is common to many of these societies is a set of problems which involve powerlessness and poverty, especially relative to such societies as those in the West. For example, in the developing world, as many as fifteen million people die each year from starvation, "undernutrition" and nutrition/hunger-related diseases. Some argue that only through long-term, sustainable economic growth can the problem of world hunger be solved. Others counter that economic growth does not equate to feeding the hungry. Still, others contend that the world's food supply is adequate; rather, its distribution is inadequate. Rather, the fact remains that there is inequality as to who receives or has access to this food.

In other words, economic growth does not mean distribution of food. Clearly, these issues are related to development.

In light of the above, attention will be given to such issues as world hunger, global peace and war, terrorism, world market economy (and dual economy) and the environment. Other important areas will include the changing content of culture and social institutions (e.g., family and household structure, religion and population). Ultimately, some of the goals of this course include expanding your understanding of the global systems and the process of globalization within which we live and, perhaps, gaining a better understanding of how you (and I) are connected to them. However, in order to understand fully developing societies and the process of development, we must understand the nature of capitalism, not only as an economic phenomenon, but also as political and social phenomena.

### GENERAL COURSE OBJECTIVES

1. To understand the diversity of human societies and cultures,
2. To understand the relationships among the economic, social, political, environmental, and symbolic systems of societies,
3. To compare and contrast human behaviors in different cultural contexts,
4. To analyze differences and commonalities across cultures,
5. To demonstrate interconnectedness of human experiences among and between societies,
6. To develop strategies for reducing prejudice and stereotyping of groups,
7. To develop sensitivity, respect, and appreciation for the diversity of human cultures, and
8. To value diversity in a global society.

Finally, in order to accomplish these objectives, and because this is an Honors course, we will employ primarily a seminar format, with only limited lectures. For this instructional method to be successful, you are required to be full participants.

### ATTENDANCE AND PREPARATION

Two factors are considered vital to your success in this course: 1) regular and prompt attendance, and 2) preparation. (Please refer to the UNT Student Handbook for university policy on absences and related consequences.) Attendance in this course is strongly encouraged. Please note that if you are absent from this class during all of the first week and you do not have a legitimate, verifiable excuse, then you may be withdrawn from the class. If you maintain a pattern of non-attendance, regardless of "legitimate, verifiable excuses," then you will receive either a "WF" or "F" for this course. Also, please note that I will not remind you of work missed. You are expected to have read the assigned materials by the beginning of the week to which the reading is assigned.

### RULES AND OTHER POLICIES

Behaviors which may result in point deductions from your final grade:

- Non-attendance
- Coming late into class
- Chatting with neighbors during lectures
- Using or having a cell phone turned on during class
- Reading newspapers or other non-course items
- Surfing the Internet

### GRADES AND GRADING STRUCTURE

The final grade for this class will be based on your performance on:

- 1) Summary Critiques: The summary/critiques should be brief, but balanced and present sufficient summary and insightful criticism (i.e., no more than 2 typed pages). They are due at the beginning of the specific class to which they are assigned. Each will be worth 10 points (for a total of 130 points).
- 2) Attendance: In order for a seminar to be successful, everyone must be in class and on-time. This requirement is worth a total of 15 points, reflecting one point for each day of class. In the case of class cancellation, then you will get credit for that day.
- 3) Class Participation: Your participation will be measured in terms of constructive in-class discussion. This will be worth a total of 30 points.

- 4) Questions: Each week, you must submit a discussion question which pertains to the assigned reading. **\*\*\*PLEASE DO NOT SUBMIT A QUESTION THAT SMACKS OF SOMETHING THAT YOU MIGHT FIND ON AN EXAM.\*\*\*** These questions are due at the beginning of class and are worth a total of 20 points.
- 5) Two Exams: Exams 1 and 2 will be worth 50 points each. Exam 1 will cover all readings and class materials and presentations for Weeks 1 through 8 (up to March 9). Exam 2 will be cover all readings and class materials and presentations from March 21 to May 2.
- 6) Research Project: The research project will consist of a semester long original research paper or proposal of publication quality, which will be worth 100 points.

Grading Scale		
Critiques (total)	130	pts.
Attendance	15	pts.
Participation	15	pts.
Questions	20	pts.
Exams 1 & 2 (total)	100	pts.
Research Project	100	pts.
Total	380	pts.

Final Grade Range			
A	=	340	- 380
B	=	300	- 339
C	=	260	- 299
D	=	220	- 259
F	=	0	- 219

### MISCELLANEOUS INFORMATION

I encourage in and out of classroom input. I am available for consultation during my open office hours (or by appointment) and welcome the opportunity to assist students. To arrange for an appointment and for purposes of this course, please use the WebCTVista mail system function.

**Ask questions!** If there is something that you do not understand, then ask. If you do not ask, I will have to assume that you understand everything that is going on. **Do not fall behind in class!** Make sure you keep up with readings and notes. If you begin to experience academic difficulty, be sure you consult with me. Do not wait until late in the semester and expect me to be able to be very sympathetic.

I value your input, your ideas, and your contributions, and will do my best to encourage them by working with you to create a climate that is conducive to your participation. I am sure that all of you will have something to contribute at one time or other. Please do so. I will treat your contributions with respect and expect you to do the same for your classmates.

### ACADEMIC DISHONESTY

Academic dishonesty (cheating and/or plagiarism) will not be tolerated at any time. Any person suspected of academic dishonesty will be handled in accordance with the policies and procedures set forth by the University of North Texas. You will find the complete provisions of the code in the student handbook. Please note that I take academic dishonesty very seriously and the consequences will be very harsh.

Plagiarism is defined as the act of taking another's ideas, words, writings, or research findings and not giving them proper credit through quotations or citations. Even when we are paraphrasing another's ideas, we must give them credit. To do otherwise is to allow the reader to think these ideas and words are your own when they are not. This act is considered theft of intellectual property. Plagiarism is considered one of the most serious transgressions that can be committed in the educational community.

In the case of plagiarism, there are several options available to an instructor, including verbal and/or written reprimand, assignment of a lower grade with an explanation from the instructor, expulsion from the course with the assignment of a passing grade (WP), expulsion from the course with the assignment of a failing grade (WF), and/or expulsion from the university.

Therefore, all written work should be properly cited when:

1. describing the ideas of another (even if it is not a direct quotation);
2. describing the research of another (even if it is not a direct quotation);
3. using the words, phrases, paragraphs, or pages of another; and/or
4. quoting the words of another.

### DISABILITY ACCOMMODATIONS

The University of North Texas seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state, and local laws, regulations and guidelines, specifically Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), with respect to providing appropriate academic adjustments to afford equal educational opportunity. However, it is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determined by the coordinator (i.e., no later than 12:30 PM on Jan. 27, Thursday). The student also must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. Appropriate adjustments and auxiliary aid are available for persons with disabilities. Call 565-2456 (TDD access 1-800-735-2989).

### RELIGIOUS OBLIGATIONS AND HOLIDAYS

If you intend to miss class sessions for religious reasons sometime during the semester, you must notify me in writing by no later than 12:30 PM on Jan 26 (Thursday).

### COURSE READING SCHEDULE

Week	Month & Day		Assigned Reading
1	Jan	17	<b>no assigned readings</b>
2	Jan	24	Robbins' Chapters 1 & 2 (incl. Preface, etc.)
3	Jan	31	Robbins' Chapters 3 & 4
4	Feb	7	Robbins' Chapters 5 & 6
5	Feb	14	Robbins' Chapters 7 & 8
6	Feb	21	Robbins' Chapters 9 & 10
7	Feb	28	Robbins' Chapters 11 & 12
8	Mar	7	Robbins' Chapter 13
	<b>Mar</b>	<b>9 THU</b>	<b>Exam 1</b>
	<b>Mar</b>	<b>11 - 19</b>	<b>Spring Break</b>
9	Mar	21	Peet's Chapters 1 & 2 (incl. Preface, etc.)
10	Mar	28	Peet's Chapter 3
11	Apr	4	Peet's Chapter 4
12	Apr	11	Peet's Chapter 5
13	Apr	18	Peet's Chapter 6
14	Apr	25	Peet's Chapter 7
15	May	2	Course Conclusion and Review
	<b>May</b>	<b>2 TUE</b>	<b>Exam 2</b>
	<b>May</b>	<b>9 TUE</b>	<b>Final Project due by or before 10:00 AM</b>

### IMPORTANT NOTICES!

Now that you have read this syllabus, I want you to use the WebCTVista email system and contact me immediately. You are to write your biography in an email providing me with your given name, the name that you preferred to be called, major, etc., and anything else that you think is important to know about you.

Also, please check the UNT website and your WebCTVista email and announcements for this course regularly.