

Michael Lengefeld, PhD
 Michael.Lengefeld@goucher.edu
 Office / Hours: Van Meter G18, Tues/Thu 11:30-1:00
 Updated 10/15

Location: Van Meter 201
 Tues/Thu 9:30 – 11:20pm

Course Description

This course offers a sociological understanding of development and its consequences for social and environmental justice. Development is the number one problem facing the world today. We will investigate the problems of poverty, injustice, ecological degradation, and social pathologies generated by poorly executed development as they manifest across time and space within a shared set of global dynamics. Designed from the perspective of comparative historical analysis, the course will pay special attention to how development is constructed, institutionalized, and experienced. Thus, the course will not only address development based on economic and geopolitical dynamics, but also emphasize complicated notions of difference and identity to offer an analysis that links inequality to power and forms of rule. Our general goal is to deepen collective understanding of the dynamics of power and inequality that shape individuals, human societies, and their interactions with the natural environment.

Expected Student Learning Outcomes		Method of Evaluation
1.	Understand how and why social categories shape human experiences	Two exams, class discussions, two reflection papers, midterm, final project
2.	Apply key theories and concepts to contemporary real-life events and topics of social importance	Discussions, two reflection papers, midterm, final project
3.	Demonstrate research design and writings skills	Two reflection papers, reading notes, final project
4.	Synthesize discipline specific in-class and out-of-class knowledge and apply it by producing a piece of sociological or anthropological research	Two reflection papers, reading notes, final project
5.	Integrate sociological knowledge and perspectives to an understanding of post-graduate life	Active participation, class discussions, final project

Resources and Grading

Required Texts

McMichael, Philip. 2016. *Development and Social Change: A Global Perspective, 6th Edition*. Sage Publications. Available in the Goucher Bookstore, listed as “*Development and Social Change*” in the Course Schedule below. *Must have 6th edition, which differs from previous editions!
 ISBN-13: 978-1452275901 / ISBN-10: 1452275904

Students should bring a printed or electronic version of the readings to class each day. **This is the only time personal electronics are allowed in class** (see section on Classroom Civility below for details). All other readings will be available via the course website.

Letter Grade Scale

A 95%-100%	B-.... 80%-82%	D+.... 66%-69%
A-.... 90%-94%	C+.... 77%-79%	D 60%-65%
B+.... 87%-89%	C 73%-76%	F 59% and below
B 83%-86%	C- 70%-72%	

*A grade represents my best professional evaluation of a piece of work. It neither is, nor can be, a judgment about the person who submitted the work.

Requirements and Grading Policy

	Assignment	Weight	Due Date
1.	Individual Meetings with Dr. Lengefeld and two SI sessions	2% 5%	--
2.	Group Discussion Leaders (10% for leading twice, 10% for two reflection papers)	20%	--
3.	Attendance and Active Participation in Group Discussion (5% for attendance, 18%+5% for Active Participation)	23% 20%	--
4.	Reading Notes	20%	Weekly
5.	Midterm Exam	15%	10/8
6.	Final Project (15%) and Presentation (5%)	20%	12/10

1. Individual Meetings with Dr. Lengefeld: By the end of week 3 of the semester, each student must meet with Prof. Lengefeld. In these meetings we will discuss learning styles, and your goals for the course. These meetings make up 2% of the final grade.

2. Discussion Leaders: Each student will be part of a group that will lead the discussion twice during the course. These discussions will highlight key insights, theories, and questions raised by the readings and lecture for the assigned week. Each group member will *individually* write a 750-1000 word (ie, ~3 page) essay reflecting on some aspect of the Towson/Baltimore/Maryland area and work to connect their own personal, local observations to the more abstract, global issues discussed in the week's assigned readings. The reading notes described below will help immensely in preparation for these student-led discussions and the reflection paper. The reflection papers should have the flow of a social science paper (Intro, Thesis, Supporting Evidence, Discussion and Conclusion) and include proper ASA citation - I will provide examples. These essays are evaluated using the following rubric:

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/documents/ex_writing_sample.pdf

3. Attendance and Participation in Group Discussion: By keeping up with class material and assignments, engaging in debate, and participating in general, you help to create a more dynamic learning environment. Regular attendance and active participation constitute a total of 23% of the grade. I realize that speaking in class can be intimidating, but effective communication is necessary for a functioning society, and this is an excellent opportunity to develop those communication skills.

4. Reading Notes: Students will submit weekly reading notes to Canvas *and bring a copy of their notes to class discussions*. These notes will use the **S-Q-D** format:

Summarizing the central concepts, theories, and scientific findings from the week's readings; asking Questions which are relevant to the key issues and wider context in which they apply; and Drawing connections with course material as it applies to the world outside the classroom.

5. Midterm Exam: This exam will include multiple choice and essays questions covering material from the lecture and text. Throughout the course we will have several ungraded “pop quizzes” that prepare you for what to expect on this exam.

6. Final Project: The final project will ask students to creatively apply their knowledge gained in the course to a comparative investigation of development. Details for this assignment will be distributed in class.

Attendance: Students are permitted 3 class absences, no questions asked. Unless prior accommodations are established, any further absences will result in grade penalties; any student with five unexcused absences will fail the course.

Missed Examination: There will be no make-up tests given unless you receive permission from me *before* the exam is given. Written documentation of a serious emergency is required to be excused from taking an exam at the scheduled time. If you miss a scheduled exam without receiving prior permission to take a make-up test, you will receive a zero for that exam. No exceptions.

Missed Assignments/Late Work: If you miss a class (due to illness or other verifiable emergency) in which an assignment was due (e.g., pop quizzes/papers) and you do not contact me *beforehand*, you will receive a zero for that assignment. Contacting me beforehand is the *only* way any make-up work will be given. You are responsible for obtaining lecture notes from someone else in the class for the day.

Extra Credit: Students can earn up to five points of extra credit on their final grade by writing up to five letters to a legislator(s) regarding a topic or bill they are concerned about. Students must write (or type) and address the letter to the legislator and put it in a stamped unsealed envelope – emails or phone calls are not accepted. All letters must be submitted by the last week of November, and I will grade these based on completion (not content or position) and then mail them for you. No other extra credit opportunities are available in the course. These letters should follow the format found here: <https://www.nlacrc.org/home/showdocument?id=272>

Classroom Civility: Very simply, do not disrupt the classroom environment. Specifically, please refrain from eating, reading, chatting, and wearing earphones during class. As a commonsense, movie-theater type of courtesy, please turn off your cell phones and do not distract me or others by texting or browsing the web. Do not schedule any activities that will require you to leave early or arrive late to class – please use the restroom facilities before class, during our regular break, or after class. Finally, laptops are a tool, and a tool can very useful for one task and detrimental for others – we would not use a hammer to install a screw. **The use of laptop computers, cell phones, or smartwatches in class is allowed only for specifically defined class activities, final presentations, or with my permission.** Students will turn off and store these items in their backpack during class. Use of these technologies during exams or quizzes will result in zero credit for the assignment. Research demonstrates that laptops can hinder classroom learning for both users and nearby students, but can be useful for specific learning activities: <https://www.sciencedirect.com/science/article/pii/S0360131512002254>. Please see me by the second week of the semester if you would like to discuss laptop use.

Email: I ask for your cooperation in using email only when truly necessary, **after first checking the syllabus** for your answer. In general, it is always best to meet in person for longer questions. If you would like to send me an email, please take your time with the message. Emails to professors are a form of formal writing; they are not the equivalent of sending a text message - “Text message” style responses are not acceptable. For example, your message should include a greeting: (“Hi Dr. Lengefeld,” “Hello,” “Hi Professor,” etc.), sign your email, and proofread. I recommend waiting until you are at a computer before sending your message. This will give you the time and space to send a well-crafted email. The standard

response time is 24-48 hours (weekdays), and I will do my best to respond to your message quickly during regular working hours, Monday-Friday, 8:30-5pm. I ask you to realize that I use email strictly as an information transfer medium, i.e., I maximize the efficiency of the correspondence. Hence, you should attempt to read neither subtext nor tone into the style of any response to your queries. Email should be considered a formal line of communication reserved for emergencies and questions not explicitly covered in the syllabus and handouts.

Incompletes: To be considered under extreme or exceptional circumstances.

Academic Honor Code: We will be working together as a community of writers and thinkers as we explore topics within environmental studies. While this means that no one will have to go through an assignment without any guidance, it also means that the work you submit as yours must be, in fact, your own. According to Goucher College policy, plagiarism is broadly defined as passing off someone else's ideas or writing as your own work. If you are having difficulties with an assignment and are tempted to use someone else's ideas, please come see me. We will work together to help you present your ideas in a manner that is original and your own. Plagiarism also includes self-plagiarism, or using the same writing in more than one class. If you would like to use writing from another class, you must have permission of both instructors. I take academic integrity incredibly seriously so please familiarize yourself with the guidelines of the Academic Honor Code regarding independent work, proper citation practices, and codes for learning. Please review Goucher's Honor Code: <https://www.goucher.edu/learn/documents/Academic-Honor-Code.pdf>.

Accommodations: We all learn in different ways and have different strengths and capabilities. In an effort to honor all of our abilities, I will strive to create a supportive learning environment. Please feel free to discuss with me questions or concerns regarding disabilities or learning differences (especially invisible ones) by the second week of the semester. Please also take advantage of Goucher's policies: <http://www.goucher.edu/learn/academic-support-and-resources/>

Religious Observance Policy: If you need to request accommodation for religious observance, fill out the following form: <http://www.goucher.edu/experience/getting-involved/religious-and-spiritual-life/documents/religious-holidays/Religious-Observance-Form.pdf> and submit it to me as soon as possible and at least two weeks before the observance. If you communicate with me in a timely manner and complete any mutually agreed upon make-up work, any such absences or schedule changes will be excused and will not adversely affect your grade.

Grade Questions: All questions concerning grades must be discussed with the professor in person, and **grades will not be conveyed via email**. Federal guidelines mandating the protection and privacy of student records (FERPA) can be found here: <https://nces.ed.gov/pubs97/web/97859.asp>

Support Services for Students

Academic Center for Excellence (ACE): The Academic Center for Excellence (ACE) is an academic support center that assists students in their effort to prepare for a life of inquiry, creativity, social responsibility and to develop a sense of personal and professional ethics and integrity. ACE provides individual academic coaching sessions, academic and wellness workshops and content-specific tutoring. <http://www.goucher.edu/learn/academic-support-and-resources/ace/>

Center for Race, Equity and Identity: The Center for Race, Equity and Identity (CREI) invites all students to engage in educational and co-curricular opportunities dealing with social justice, intersectionality and Critical Race Theory (CRT). CREI seeks to foster an environment in which marginalized and oppressed community members feel affirmed and comfortable exploring and expressing their identities. From individual advising to group support and workshops open to the public, many

services are offered to help build community and support your success. Learn more at www.goucher.edu/experience/equity-and-identity/center-for-race-equity-and-identity/

Counseling Services: Counseling services provided on campus are free, confidential, and do not require a referral. Services include brief individual counseling (typically 1-12 sessions), couples counseling, group counseling, and outreach and consultation. <http://www.goucher.edu/experience/staying-healthy/counseling-services/>

Office of Accessibility Services: Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must sign a Release of Information form at ACE in order for their professors to be notified to have the accommodations implemented. The Director of OAS (Arnelle Quashie Hanley) is available by appointment to answer questions and discuss any implementation issues you may have. Address general inquiries to 410-337-6146 or email access@goucher.edu.

Library: Our librarians are available to help students define and refine their research questions and aid their search for the appropriate supporting materials. www.goucher.edu/library/

Qualitative Reasoning Center: The Quantitative Reasoning (QR) Center supports students in mathematics, science, social science, and other courses with a QR emphasis with programming for student development of quantitative literacy and applications of mathematics and math-based skills to real-life situations. This semester, the QR Center will host drop-in tutoring (no appointment needed!) for students in STEM-based courses who need help with math-based skills or content involved in their coursework. Programming for the QR Center occurs in the Learning Commons (previously Information Commons) in the Athenaeum, and the schedule will be posted on the QR Center website (TBD). Please contact Dr. Justine Chasmar Stauffer at Justine.chasmar@goucher.edu or 410-337-6302 with questions.

Title IX Office: Goucher College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of discrimination/sexual harassment/misconduct/assault, we encourage you to report this. **If you report this to a faculty member, she or he must notify our Title IX coordinator about the basic facts of the incident including your name.** For more information about your options at Goucher visit: <https://www.goucher.edu/title-ix/>

Additionally, there are confidential resources available to you on campus who do not have to share your disclosure with the college:

- Health and Counseling Services (first floor of Heubeck Hall): 410-337-6050 for Health Center appointments; 410-337-6481 for Counseling Center appointments, (note walk-ins for counseling services are also accepted)
- Chaplain Cynthia Terry (basement of the Chapel), 410-337-6048
- Rabbi Josh Snyder: 410-337-6545
- Peer listeners: 443-632-7799, call any night between 7 p.m. and 2 a.m. to make an appointment.

Writing Center:

The Writing Center, located on the 3rd floor of the Athenaeum, is available to assist you with any academic, personal, or professional writing project. Writing tutors are trained to work with you on all stages of your writing process, from brainstorming to organizing, to editing your papers. Each tutoring session is individually designed to help meet your particular needs. Simply bring the writing prompt, your draft (if you have one), and your questions about the writing to your appointment. Here is a link to the Center's website: www.goucher.edu/writingcenter

Course Outline and Reading Assignments

Lecture topics are approximate, subject to variation, and will not necessarily correspond to readings.

Readings are due on the first day they are listed, and I reserve the right to adjust this schedule as necessary.

Date	Unit/Topic
Thu. 8-22	Introduction and Course Outline
	<ul style="list-style-type: none"> • In-class discussion rules activity • Divide class into Discussion groups for Midterm Project • <i>Letter to your future self</i>: starts with "Dear Jane ..." and then respond to the following questions: what is the most significant social issue of our time? What is my role in this problem? What can I do to ameliorate this issue? What ought to change in order to address this issue?

Module 1: What is Development?**Week 1**

Tue. 8-27	All Societies Die
	<p>Question: What causes the death of a society, and how can we avoid societal death? What is the Pristine Myth?</p> <ul style="list-style-type: none"> • Mann, Charles. 2002. "1491." <i>Atlantic Monthly</i>, March:41-53.
Thu. 8-29	The Rise of the Nation-State: A Sociological Perspective
	<p>Question: Why did the nation-state become the dominant form of societal organization?</p> <ul style="list-style-type: none"> • Tilly, Charles. 1985. "War Making and State Making as Organized Crime." Chapter 5 in <i>Bringing the State Back In</i> edited by Evans, Rueschemeyer, and Skocpol.

Week 2

Mon. 9-2	<i>Labor Day Holiday</i>
Tue. 9-3	Development, Modernity, and Human Progress
	<p>Questions: How does the definition of progress shape what is commonly known as "development"? Why is it a comparative construct?</p> <ul style="list-style-type: none"> • <i>Development and Social Change, Chapter 1</i>
Thu. 9-5	Open Veins
	<p>Question: What is Galleano's interpretation of development, and how does this situate "winners" and "losers"? Which classical theorist does his perspective most closely reflect?</p> <ul style="list-style-type: none"> • Galleano, Eduardo. 1973. "Introduction: 200 Million Children in the Eye of the Storm" in <i>The Open Veins of Latin America</i> https://gouchercollege.on.worldcat.org/oclc/781638900 • Rohter, Larry. 2014. "Author Changes His Mind on '70s Manifesto." https://www.nytimes.com/2014/05/24/books/eduardo-galeano-disavows-his-book-the-open-veins.html • Group 1, Discussion 1

Week 3

Tue. 9-10	Settler-Colonialism and the People of the Corn
	<p>Questions: What is settler-colonialism? What is the significance of corn for our understanding of development?</p> <ul style="list-style-type: none"> • Dunbar-Ortiz, Roxanne. 2014a. "Chapter 1: Follow the Corn" in <i>An Indigenous Peoples' History of the United States</i>. Boston, Massachusetts: Beacon Press. • Class activity: Rorschach
Thu. 9-12	States, Nationality, and Self-Determination

Question: What triggered the shift to decolonization, and what is the relationship with development?

- *Development and Social Change, Chapter 2*
- Group 2, Discussion 1

Week 4**Tue. 9-17 Ideology and the Origin Story of Nation-States**

Questions: What are the central components of the American Origin Story?

- Dunbar-Ortiz, Roxanne. 2014. "Chapter 3: Cult of the Covenant." *An Indigenous Peoples' History of the United States*. Boston, Massachusetts: Beacon Press.

Thu. 9-19 The International Division of Labor

- *Development and Social Change, Chapter 3*
- Group 3, Discussion 1

Friday, September 20th: Global Climate Protest

Week 5**Tue. 9-24 Invisible Sources of Power**

Questions: Why are the sources of power often “invisible” to us? How has this changed (if it has) and what are the implications?

- Galleano, Eduardo. 1973. “The Invisible Sources of Power” in *The Open Veins of Latin America*

Thu. 9-26 The Global Production System

Questions: How does the global financial system shape the global production system?

- *Development and Social Change, Chapter 4*
- Group 4, Discussion 1

Module 2: The Globalization Project, Human Capabilities, and Social Institutions

Week 6**Tue. 10-1**

Questions: What is the “banality of evil”? How does it apply to development?

- *In-class Film: The Act of Killing*, Joshua Oppenheimer, 2012.
- Eichmann and the “Banality of Evil”: www.iep.utm.edu/arendt/#H6
- Recommended: Arendt, Hannah. 1963. “Eichmann in Jerusalem.” *The New Yorker*, February 16. <https://www.newyorker.com/magazine/1963/02/16/eichmann-in-jerusalem-i>

Thu. 10-3 Economic Nationalism and Globalization

Question: What was the central force in the shift to the “globalization project”?

- *Development and Social Change, Chapter 5*
- Group 5, Discussion 1

Week 7**Tue. 10-8 MIDTERM EXAM**

October 10 thru 13th **Fall Break**

Week 8**Tue. 10-15 The Reality of Global Structures and Countermovements**

Question: How does the theory of economic globalization differ from the reality? What is the “double movement” and how have globalizing transformations revealed the problems of development?

- *Development and Social Change, Chapter 6 and 7*

Thu. 10-17 **Resistance: From the Local to the Global**

Question: How did the response to Seattle WTO protests and Occupy Wall Street protests differ, and why?

- Smith, Noah. 2014. “The Dark Side of Globalization: Why Seattle’s 1999 Protesters Were Right.” *The Atlantic*: <https://www.theatlantic.com/business/archive/2014/01/the-dark-side-of-globalization-why-seattles-1999-protesters-were-right/282831/>
- Stamper, Norm. 2011. “Paramilitary Policing from Seattle to Occupy Wall Street.” *The Nation*: <https://www.thenation.com/article/paramilitary-policing-seattle-occupy-wall-street/>
- Group 1, Discussion 2

Week 9

Tue. 10-22 **Crises**

- *Development and Social Change, Chapter 8*

Thu. 10-24 **Sustainable Development Issues**

Question: Is sustainable development another type of political intervention – a “Sustainability Project?”

- *Development and Social Change, Chapter 9*
- Group 2, Discussion 2

Module 3: Millennial Reckonings and Unfolding Crises

Week 10

Tue. 10-29 **The Nation-State and the Environment**

Question: Is the nation-state an effective vehicle for environmental protection?

- Frank, Hironaka, and Schofer. 2000. “The Nation-State and the Natural Environment Over the Twentieth Century.” *Annual Review of Sociology* 65:96-116.

Thu. 10-31 **Corporate Power and the Global Media**

Question: How does the media influence social, economic, and political outcomes?

- McCright and Dunlap. 2010. “Anti-Reflexivity: The American Conservative movement’s success in undermining climate science policy.” *Theory, Culture, Society* 27(2-3).
- Group 3, Discussion 2

Week 11

Tue. 11-5 **War and Development**

Question: Is war a phenomenon or a process?

- Collier, Paul. 2003. “Overview and Part 1.” Pp. 1-32 in *Breaking the Conflict Trap: Civil War and Development Policy*. The International Bank for Reconstruction and Development/ The World Bank.

Thu. 11-7 **Everywhere is War**

Question: What is the relationship between war and development?

- Scahill, Jeremy. 2018. “A Brief History of U.S. Intervention in Iraq Over the Past Half Century.” <https://www.youtube.com/watch?v=QYAlSNiFpTc&t=249s>
 - Group 4, Discussion 2
-

Week 12

Tue. 11-12 **Gender Dynamics**

- Beneria et al. 2000. "Introduction: Globalization and Gender."

Thu. 11-14 **Science as an Institution**

- Frickel et al. 2010. "Undone Science: Charting Social Movement and Civil Society Challenges to Research Agenda Setting." *Science, Technology, & Human Values* 35(4) : 444-473.
- Group 5, Discussion 2

Week 13

Tue. 11-19 **Treadmill of Production Theory**

Questions: What is the treadmill, and how has it changed under the forces of globalization?

- Gould, Pellow, Schnaiberg. 2004. "Interrogating the Treadmill of Production: Everything you wanted to know but were afraid to ask." *Organization and Environment*

Thu. 11-21 **Treadmill of Destruction**

- Smith, Hooks, and Lengefeld. 2014. "The War on Drugs in Colombia: The Environment, the Treadmill of Destruction, and Risk-Transfer Militarism."

<https://jwsr.pitt.edu/ojs/index.php/jwsr/article/download/554/566>

**Last Week to Submit Reading Notes

Week 14

Tue. 11-26 **Solutions**

- *Development and Social Change, Chapter 10*

November 27 - December 1 **Thanksgiving Break**

Week 15

Thu. 12-5 **Solutions**

December 6 Final Day of Classes

December 10-13 **Final Exam Week**

Required Format for submission is a Word document saved as: LastName_SOA393_Name of Assignment.