

SEMESTER AT SEA COURSE SYLLABUS

Discipline: Sociology
Fall 2008
SOC 200T-1: Development and Globalization
Lower Division
Faculty Name: Christine Wernet

Suggested Prerequisites:

Successful completion of an introductory course and at least one upper division course in Sociology or permission of instructor is required.

COURSE DESCRIPTION

This course examines how human behavior is shaped by the primary economic activity in which the community is involved and the social structures that grow up around this economic activity. Taking advantage of the fact that one can find the full range of economic-social types today (or in the recent past) of the places we will visit, the class will focus on the five types of human societies, which include hunting and gathering, horticultural, agricultural, industrialized, and post industrial societies. The theories of the classical sociologists will be used to illuminate the global social issues that we experience first hand as we sail around the world. Specifically, we will look how bureaucracies, modernization, global imperialism and multinational corporations impact people in various countries.

COURSE OBJECTIVES

The course goals for the student are:

1. To use sociology to understand the countries that we visit,
2. To understand the five types of human societies,
3. To use sociological theory to critique different societies,
4. To understand the process of development and the impact of globalization around the world.

TOPICAL OUTLINE OF COURSE

I. Defining Development (Bahamas to Namibia- 6 periods)

<u>Topic</u>	<u>Assigned Reading</u>
A. Growth and Development Durkheim Reading on Brazil	Chapter 1- Kambhampati Chapter 1- Berger Spindler and Stockard p. 24-52
B. Structural Change, Industrialization and Economic Growth Weber Reading on Namibia	Chapter 2 - Kambhampati Chapter 2 & 3- Berger Spindler and Stockard p.144-171
C. Growth, Distribution and Equity Durkheim Reading on 9-11	Chapter 3 - Kambhampati Chapter 3 & 4- Berger Ritzer

Exam #1: Kambhampati Chapters 1,2,3; Berger Chapters 1-4; and Readings

II. Explaining Development and Development Strategy (Namibia to Vietnam- 9 periods)

<u>Topic</u>	<u>Assigned Reading</u>
A. Theories of Growth Simmel Reading on Bishop Desmond Tutu- South Africa	Chapter 4 - Kambhampati Chapter 5-8 Berger Cuomo
B. Development and the World Marx Reading on Kailash Satyarhi- India	Chapter 5 – Kambhampati Chapter 9- Berger Cuomo
C. Beyond the Impasse: Development Theory in the 1990's DuBois	Chapter 6 - Kambhampati Chapter 10- Berger

D. Globalization, Trade, and Development Durkheim & Simmel	Chapter 7 - Kambhampati Chapter 11 & 12- Berger
E. International Financial Flows Durkheim & Simmel Reading on Doam Viet Hoat- Vietnam	Chapter 8 - Kambhampati Chapter 13 & 14- Berger Cuomo

Exam #2: Kambhampati Chapters 4-8; Berger Chapters 5-14; and Readings

III. Development Strategy and The Domestic Sector (Vietnam to The United States- 9 periods)

<u>Topic</u>	<u>Assigned Reading</u>
A. The State, Growth and Development An Introduction to McDonaldization Reading on China Reading on Wei Jengsheng- China	Chapter 9 - Kambhampati Chapter 1- Ritzer Spindler and Stockard p.53-72 Cuomo
B. Development: The 'Success' Stories McDonaldization and It's Precursors Reading on Japan	Chapter 10 - Kambhampati Chapter 2- Ritzer Spindler and Stockard p.351-372
C. Agricultural Change and Rural Development The Irrationality of Rationality	Chapter 12 - Kambhampati Chapter 7- Ritzer
D. Human Capital and Human Welfare: Health and Education Dealing with McDonaldization	Chapter 13 – Kambhampati Chapter 10- Ritzer
E. Labor Markets and Employment Reading on Oscar Arias Sanchez-Costa Rica	Chapter 14 – Kambhampati Cuomo

Exam #3 Listed Readings from Kambhampati, Ritzer, and Cuomo

FIELD COMPONENT

Students are required to complete three practica, either Faculty Directed Practica (FDP) or independent practica. At least two of these should be faculty-directed field trips lead by me (see list below). You are required to participate in at least one of the FDPs under my direction in Salvador, Walvis Bay, Cape Town, or Chennai, since they are central to the material covered in this class. For the remaining practica you can complete an independent practicum that is part of a regularly offered SAS trip, or one that stands alone. If an independent practicum is selected, then the student must meet with the instructor **prior** to arriving in port to discuss his or her approach and objectives. All students are required to keep a journal of their field observations and write a four page paper about each field experience.

Journals should be a record of the students' notes from the field experience. Specific instructions regarding approach and field notes will be given prior to arriving in port. Students are encouraged to engage locals in conversation about topics related to our course. I realize that language barriers may make this difficult or impossible. However, if discussion is not possible, make detailed observations regarding sociological topics covered in class. For example, sociological concepts such as family structure, social class, culture, minority groups, poverty, religion, education system, gender, etc... can be the topic of your papers. As you partake in the FDP or Independent practica think about how one or all of the sociological theories that we have discussed in class can be applied.

The paper should include a summary of the student's field notes, analysis of several sociological concepts, and conclusions about the role of the sociological concepts in the port-of-call, with an emphasis on issues of sociological development discussed in class. For example if you visit the Desmond Tutu Peace Centre you can discuss what you learned about apartheid, human rights and or sustainable development. These concepts will be discussed in class and at the center. If you choose to visit Cachoeira your paper can included topics such as landless peasants or colonization or rural life in Brazil. Again, these are concepts that will be discussed in class and on the FDP. Basically, your papers should reflect your experiences in-port and as you write these papers you should draw on your sociological imagination and report how the individuals that you meet or observe are shaped by larger social forces (such as the development, the economy, apartheid, religion, education systems, etcetera).

SUGGESTED PRACTICA:

BRAZIL:	Cachoeira (FDP); Afro-Brazilian Museum and Candomble House
NAMIBIA:	Meet a Peace Corps Volunteer (FDP); Ovahimba Tribe and Skeleton Coast Park
SOUTH AFRICA:	Desmond Tutu Peace Centre (FDP); Amy Biehl Foundation Trust
INDIA:	Socioeconomic Problems in Chennai (FDP)
MALAYSIA:	Service Visit: St. Joseph Orphanage (FDP)
VIET NAM:	Ben Thanh Market; Cu Chi Tunnels
CHINA:	Family Planning Neighborhood Committee (FDP)
JAPAN:	Hiroshima
HAWAII:	Bishop Museum; Polynesian Cultural Center
COSTA RICA:	Coffee: Costa Rica's Treasure

METHODS OF EVALUATION

Exams (3@ 10% each) are worth 30% of your final grade

The first exam will consist of short answer questions and essays. The last two exams are essay exams to be completed in blue books. The evaluation of the exams will be based on your ability to meet the course objectives and apply what you have learned in class to your in-port experiences. Each exam must be completed within the class period. The exam questions are derived from material presented in class and in the text.

Papers/Presentations (2@ 15% each) are worth 30% of your final grade

Each student will prepare a paper and presentation on two of our ports-of-call. The presentations will be presented in-class before we visit each port. The 7-10 page papers should discuss the stage of development in the country of interest. Other topics should include issues related to the readings discussed in class.

Field Papers are worth 20% of your final grade

In-Class Discussion and Participation is worth 20% of your final grade

Discussion will account for 20 percent of your final grade. This class will be run like a seminar. You must attend class and discuss the material assigned for the day. You will receive discussion points everyday based on your *thoughtful* contribution to the discussion *based on the assigned readings*.

Grading for the course:

- A 90% to 100%
- B 80% to 89%
- C 70% to 79%
- D 60% to 69%
- F 59% or lower

REQUIRED TEXTBOOKS

AUTHOR: Uma S. Kambhampati
TITLE: Development and the Developing World
PUBLISHER: Polity
ISBN #: 0-7456-1551-1
DATE/EDITION: 2006

COST: \$26.50
AUTHOR: George Spindler and Janice E. Stockard
TITLE: Globalization and Change in Fifteen Cultures
PUBLISHER: Thomson/Wadsworth
ISBN #: 0-534-63648-9
DATE/EDITION: 2007
COST: \$34.00

AUTHOR: Arthur Asa Berger
TITLE: Durkheim is Dead
PUBLISHER: Rowman & Littlefield
ISBN #: 0-7591-03003
DATE/EDITION: 2003
COST: \$21.95

AUTHOR: George Ritzer
TITLE: The McDonaldization of Society
PUBLISHER: Pine Forge
ISBN #: 0-7619-8812-2
DATE/EDITION: 2004
COST: \$38.95

RESERVE LIBRARY LIST

AUTHOR: George Ritzer
TITLE: McDonaldization The Reader
PUBLISHER: Pine Forge
ISBN #: 1-4129-2600-9
DATE/EDITION: Second Edition/2006
COST: \$38.95

AUTHOR: Kerry Kennedy Cuomo, editor: Nam Richardson
TITLE: Speak Truth to Power: Human Rights Defenders who are Changing the World
PUBLISHER: Crown
ISBN #: 0-8129-3062-2
DATE/EDITION: 2007
COST: \$31.50