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Office Hours: MWF, 12-1pm or by appointment  
(24-48 hours notice required for appointments)

COURSE DESCRIPTION AND OBJECTIVES

This GER 4B course focuses on the intertwined phenomena of “globalization” and “development.” In many ways, an alternative title for this course could be “The History of Development Thought.” More than anything, “development” theory is a contestation over how to interpret and define the past—why some countries have ‘succeeded’ and become prosperous and others have not. In this course we will trace the history of different conceptual approaches to development in order to understand how development has been defined in different ways at different historical moments, with implications for how the benefits and costs of different forms of “globalization” are shared. Our objective is to rethink the meaning of “development” in a context of increased global interdependency and increased global inequality.

REQUIRED TEXTS

Additional readings are posted on the course’s Blackboard page.

ASSIGNMENTS/EVALUATION

Discussion Questions (5%) and Critical Reading Responses (25%)

A critical component of this class—and of your final grade—is the work you do in preparation for the class—that is, doing the reading, posing questions, and composing critical reading responses.

Discussion Questions: You must email me 2 questions for discussion on the readings by 3pm every Thursday (except on the weeks you submit reading responses—see below). The subject line of the email should be ‘Discussion Questions.’ You get credit simply for submitting the questions; however, if it appears from your questions that you have not actually completed the readings, you will not get credit for them.

Critical Reading Responses: The objective of the reading responses is to teach you to write an academic critique of both scholarly articles and more popular writings, as our course readings include both. Throughout the semester, you are required to write 4 critical response papers (1
page single-spaced) pertaining to the week’s assigned readings. Two of these must be before the mid-term and two must be after the mid-term. Responses should NOT regurgitate what the reading said. Rather they should demonstrate critical engagement with the reading. The goal is to make an argument about the week’s readings/theoretical perspectives discussed in class. You MUST limit your response to one page single spaced. Expressing your ideas in a concise way is a critical skill for you to develop. If you regularly submit comments that exceed this limit, you be penalized.

*Note: the reading responses, like the discussion questions, are due at 3pm on Thursdays. You do not have to have to submit discussion questions on the weeks that you submit reading responses.

While you can organize the response paper however you choose, in general, the first paragraph should briefly summarize the author’s main argument and clearly state your argument about the readings. The rest of the paper should support the argument you are making, using evidence from the readings. There is no one right way to do the reading responses, but there are “tricks of the academic trade” or standard ways of evaluating readings. Some possible approaches include:

- Identify a logical problem or weakness in the argument made by one of the authors and make an argument regarding why this undermines the author’s argument.
- Use readings/concepts from a different week/different theoretical perspective to critique or demonstrate the strengths of the current week’s readings.
- Identify an issue/question that the author failed to account for and explain why this would change the author’s conclusions.

**Rubric/Evaluation Criteria**
To receive an ‘A’ on your response papers, you must:
- Clearly state your argument/thesis
- Address how the author(s) address the issue at hand in a thorough and accurate manner
- Logically support your critique and provide sufficient evidence
- Illustrate how the critique disproves or could further the author’s work
- Demonstrate original thought
- Write with clarity and use proper grammar and spelling

**Class Participation (10%)**
You are expected to participate in small and large group discussions during class. I will monitor participation. If you come to class with the readings completed, this should not be a problem. The goal of the discussion questions and responses is to help you prepare for class discussion, so you have questions and comments to raise during class. That said, please do not dominate discussions. The goal is to balance your own participation with that of others. This also involves active listening and giving full consideration and respect to other students’ ideas and opinions. I have included a participation rubric at the end of the syllabus which explains the criteria for your participation grade.
Mid-term Examination (30%)
The course includes an in-class mid-term examination. The mid-term exam will evaluate your understanding of key theories and concepts covered in class, as well as your ability to apply these theories to empirical material from the readings and to other real-world examples.

Final Examination (30%)
The course includes a final examination. The final exam allows you to demonstrate your mastery of the course material in a comprehensive manner. Emphasis will be placed on your ability to synthesize course material and apply theories and concepts discussed in class.

Late Policy: Exams/assignments are to be submitted as specified on the syllabus or as specified by the professor. It is your responsibility to know the dead-lines for assignments and exams and to turn in all materials on time. Unauthorized late assignments will not be accepted. Unless you have authorization from the Dean of Students, you must arrange for an extension before the assignment’s due date in order to turn it in late. I reserve the right to grant or deny extensions.

OTHER ISSUES

Prerequisites: Although there are no official prerequisites for this course, students should be aware that it is a 300 level course. Therefore, having had at least one course either in sociology (especially a class with an international focus) or international development is highly recommended.

Honor Code: The honor code is an essential component of our academic community. Violation of the honor code—as determined by the instructor—on any of the assignments will result in a failing grade in the course.

Sustainability: I take seriously the College’s sustainability goals. Toward this end, I will make several efforts to reduce paper use throughout the course. In addition to promoting sustainability, it is my hope that these efforts will also improve the quality of the course in other ways. If, as the semester proceeds, you have suggestions regarding how to make the course more sustainable, please let me know. I look forward to working with you to achieve a more sustainable course. For more information, please see the Sustainability at W&M website: www.wm.edu/sustainability
TENTATIVE COURSE SCHEDULE
Note: Coverage of topics, examination and assignment due dates are subject to change. Changes to the course schedule will be announced in class. It is your responsibility to stay apprised of changes to the course schedule.

Week 1: August 24, 26, Introduction to Course

Week 2: August 29, 31, Sept. 2, Foundational Concepts

Week 3: September 5, 7, 9, Theories of the Economy and Development during Colonialism
Hochschild, Adam, prologue, ch 2, ch 5, ch 8, ch 10, c h11, ch 12, ch 15, pg. 279-283, ch 19
(This is a lot of pages, but it is not difficult to read. If you have the time and interest, I would suggest reading the entire book but it is not required for the course.)

Week 4: September 12, 14, 16, Postwar period and ‘development’

Week 5: September 19, 21, 23, Postwar period and ‘development’ continued

Week 6: September 26, 28, 30, Post-Structuralism
Week 7: October 3, 5, 7, Intersecting Theories?: The Case of Climate Change

**FRIDAY:** Mid-Term Exam

Week 8: Fall break, October 12, 14, Neoliberalism and Debt

Week 9: October 17, 19, 21, Neoliberalism, Structural Adjustment and the WTO

Week 10: October 24, 26, 28, Neoliberalism, Global Sourcing and Struggle
Collins, Jane, *Threads*, ch 1-4

Week 11: Oct. 31, Nov. 2, 4, Neoliberalism, Global Sourcing and Struggle
Collins, Jane, *Threads*, ch 5-7

Week 12: November 7, 9, 11, Feminist Theories of Development: The Case of Microfinance

Week 13: November 14, 16, 18, Alternatives, Scaling Down?

Week 14/15: Nov. 21, 28, 30, Dec. 2, Thanksgiving Break, Alternatives, Scaling Up?
### Participation Rubric
Courtesy of Prof. Manna, Government Department

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<th>Grade range</th>
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| **A/A-**     | Has something to say essentially every day in the large group. Active and engaged in small groups and paired discussions, too.  
Comments grounded in the readings; demonstrate depth of understanding or attempts to grapple with them; ideas help to build momentum in discussions.  
*Without these people, the quality of discussion would be diminished markedly.* |
| **B+/B/B-**  | Frequent commenter in class. Active and engaged in small groups or pairs; tends to excel slightly more there than in the large group. Not quite involved every single day, perhaps, but most days.  
Comments draw upon readings, but less consistently so or comments are more grounded in intuition, which nevertheless makes sense.  
*Without these people, the quality of discussion would be diminished.* |
| **C+/C/C-**  | Infrequent participant in large group, although may be reasonably engaged in small groups. Often a big imbalance between small group effort and large group effort.  
Comments may be but not necessarily grounded in the readings; more reliant on intuition. Perhaps a great substantive or readings comment one day, but then a long run of silence.  
*Without these people, the quality of large group discussion would be occasionally (but not frequently) diminished, and small group discussion would likely suffer.* |
| **D+/D/D-**  | Attends class essentially every day, but extremely rare or essentially no participation each day in large group. Attentive, but not involved. May or may not be involved much in small groups.  
Hard to tell to what extent this person is trying to engage the readings before class because comments are so infrequent, or nonexistent.  
*Without these people, the quality of large group discussion would be essentially unchanged, but small group discussions might suffer occasionally or somewhat.* |
| **F**        | Missing several days of class without a reasonable explanation. No engagement in large group discussion. During small group or paired time, tends to still work alone.  
Impossible to tell to what extent the person has tried to engage the readings.  
*Without these people, the quality of large and small group discussion would be unchanged.* |