



Instructor (s):	Dr Jyoti Saraswati
Email:	Js6258@nyu.edu
Course Title:	Developing Economies: Social, Political and Economic Change
Course Code:	LONS HIRP 350S
Subject:	Sociology, Political Science
Credits:	3
Semester/Term:	<input type="checkbox"/> Spring <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Summer
Course Description:	<p>Over the past two decades developing countries have become increasingly significant in issues and debates in international relations, global business and geopolitics. This module aims to provide students with an integrated understanding of social, political and economic change in developing countries and its interconnections with the wider world. Drawing on approaches from international political economy and comparative political sociology, it will provide in-depth analyses of the relations between developing and advanced capitalist countries, important trends within the developing world, and the major development-related issues of the 21st century.</p> <p>In order to pursue a rounded appreciation of the discipline, the module combines both lecture and seminar formats within one full session. At the end of each full session, students will be provided with a set of questions based on the information imparted in both lecture and seminar. These are to be answered after class and prior to the following session, using the notes taken in the lecture and exercises completed in the seminar. In addition, hard copies of selected readings – from investment bank reports to academic articles – will be provided at the end of the session to further facilitate the answering of these questions. It is imperative that the questions are answered – they will form the basis of the module’s notes and will be critical to passing the spot-test and both end-of-semester assignments.</p>
Course Requirements:	<p>Required Text No required test.</p> <p>Supplemental Resources: Chang, H-J. (2003) Kicking Away the Ladder: Development Strategy in Historical Perspective, Anthem Press. ISBN: 1843310279; Cost: To Be Determined.</p>



Emmott, B. (2009). *Rivals: How the Power Struggle between China, India and Japan will Shape Our Next Decade*, Mariner. **ISBN:** 0156033623; **Cost:** To Be Determined.

Ferguson, N. (2004) *Empire: How Britain Made the Modern World*, Penguin. **ISBN:** 0141975547; **Cost:** To Be Determined.

Wallerstein, I. (1980) *The Modern World System*, Pluto. **ISBN:** 0520267575; **Cost:** To Be Determined.

Zakaria, F. (2009) *The Post-American World: And the Rise of the Rest*, Penguin. **ISBN:** 0141038055; **Cost:** To Be Determined.

Grading Scale

Letter Grade	Percentage	Numerical Scale
A	95 – 100%	3.5 – 4.0
A-	90 – 94%	3.0 – 3.4
B+	87 - 89%	2.7 – 2.9
B	83 - 86%	2.3 – 2.6
B-	80 - 82%	2.1 – 2.2
C+	77 – 79%	1.7 – 1.9
C	73 – 76%	1.3 – 1.6
C-	70 – 72%	1.1 – 1.2
D+	65 – 69%	.5 - .9
D	60 – 64%	.0 - .6
F	0 – 59%	0.0

Assignments

Course Requirements	Percentages
1. Spot-test	25 %
2. Development Strategy Report and Presentation	30 %
3. Developing Country Handbook	40 %
4. Class participation	5 %
Total	100%



	<p>Development Strategy Report and Presentation: A report and presentation to the class on an assigned developing country. The report will be 1500 - 2000 words long and both report and presentation are due in session 12.</p> <p>Developing Country Handbook: A handbook discussing the applicability of session topics to an assigned developing country. The report will be 4000-5000 words long and will be due in session 12.</p>																											
<p>Learning Outcomes and/or Expected Student Competencies:</p>	<p>On completion of the course, students should be able to:</p> <table border="1" data-bbox="467 577 1422 1251"> <thead> <tr> <th colspan="2" data-bbox="467 577 1422 625">Learning Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 625 487 779">1.</td> <td data-bbox="487 625 1422 779">Debate the role of power and conflict in the origins of the North-South divide and the creation of the developing world, and their continuing importance in determining the trading and investment relations between developing and advanced capitalist countries.</td> </tr> <tr> <td data-bbox="467 779 487 932">2.</td> <td data-bbox="487 779 1422 932">Demonstrate an integrated knowledge of how competition and cooperation between a variety of different political and economic interests within, and across, borders has shaped, and continues to shape, the developing world.</td> </tr> <tr> <td data-bbox="467 932 487 1010">3.</td> <td data-bbox="487 932 1422 1010">Demonstrate advanced analytical ability and critical thinking capacity.</td> </tr> <tr> <td data-bbox="467 1010 487 1094">4.</td> <td data-bbox="487 1010 1422 1094">Articulate cogent, coherent arguments supported by facts and figures.</td> </tr> <tr> <td data-bbox="467 1094 487 1251">5.</td> <td data-bbox="487 1094 1422 1251">Comprehend and interpret contemporary and emergent issues in the developing world (and their wider implications) through reflection on the empirical knowledge and analytical aptitude imparted by the module.</td> </tr> </tbody> </table>		Learning Outcome		1.	Debate the role of power and conflict in the origins of the North-South divide and the creation of the developing world, and their continuing importance in determining the trading and investment relations between developing and advanced capitalist countries.	2.	Demonstrate an integrated knowledge of how competition and cooperation between a variety of different political and economic interests within, and across, borders has shaped, and continues to shape, the developing world.	3.	Demonstrate advanced analytical ability and critical thinking capacity.	4.	Articulate cogent, coherent arguments supported by facts and figures.	5.	Comprehend and interpret contemporary and emergent issues in the developing world (and their wider implications) through reflection on the empirical knowledge and analytical aptitude imparted by the module.														
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Other Policies:	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p>Late or Missed Assignments Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p>
Prerequisites:	None