

Sociology 550: 'Developing' Societies

Mondays 11:35-1:25pm

Leacock 819

Professor Matthew Lange

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Office Hours: Thursdays 10:30am-12:00pm

Within development studies, it is almost universally accepted that education is an important component of development. Indeed, the United Nations views education as so critical to development that it combines it with two other factors—health and economic development—to construct its Human Development Indicator, a score that is supposed to measure a country's relative level of development. Within the sociology of education, however, education is usually viewed much more critically, and this literature suggests that the developmental impact of education is more mixed and might actually have some important negative effects. This course looks at both literatures to scrutinize and assess the developmental impact of education.

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity> for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).

Course Structure

As a graduate-level seminar, the course is reading intensive, with approximately 150-pages of reading per week. It is also focused on discussion. As such, Professor Lange will not lecture, and students are expected to come to class and actively participate in discussions.

Grade

The course has three graded components. First, class participation accounts for 45% of the final grade. The grade for this component is based on attendance, participation in class discussions, and knowledge of the reading materials. Also, students are required to present reactions to the readings for one class. For this, two or more students will take *no more* than 15 minutes to present their thoughts on the readings. The presenters should end by asking a few questions about the readings, which will begin the class's discussion. Students presenting on the same week must work together to present one reaction instead of presenting separate reactions. Notably, the presentations should *not* be reviews of the readings (students are expected to have finished the readings); they should critique the readings, apply the findings of the readings to different situations, or raise issues that the students believe are important or interesting. If students are simply summarizing the readings, Professor Lange will stop them and ask them to get to the critique.

The second graded component is a detailed outline of the final paper. It is due on November 18th and is worth 10% of the final grade. The outline should provide a section-by-section outline of the intended paper and should list the sources you expect to use. The purpose of the outline is to get

students thinking about the final paper early in the semester and to allow Professor Lange to give feedback before students have begun writing.

A research paper is the third and final graded component and is worth 45% of the final grade. It should be between 20 and 30 double-spaced pages (12 point font, 1 to 1.5 inch margins), must deal with some aspect of education and development, and is due by December 13th at 4:00 pm. All works must cite their sources, but students can choose which citation style to employ. In accordance with McGill University's Charter of students' Rights, students in this course have the right to submit their final paper in French. For help writing your paper, please visit:

http://www.galegroup.com/free_resources/term_paper/index.htm.

McGill has a writing center that can give you individualized writing assistance; see

<http://www.mcgill.ca/writing/tutoring/>.

Late submissions of both the outline and the final paper will result in grade reductions at the rate of five percent per day. Thus, a paper submitted two days late will have a maximum potential grade of 90 percent.

Readings

Course readings are available in two locations. Most readings are available electronically, and these readings are available on MyCourses. The remaining readings are available in a course pack sold at the McGill Bookstore. Readings in the course pack are designated with an "*" below. All other readings are available on MyCourses.

Course Schedule

Sept. 2: No Class.

Sept. 9: Introduction: No readings.

Sept. 16: Education and Development: *Development as Freedom*, pp. 3-53*; World Bank, "Education and Development," pp. 1-4; Lewis, *Race Against Time*, pp. 71-107.*

Sept. 23: Sociology of Education: Brym et al., *Sociology*, pp. 512-538*; Bowles and Gintis, *Schooling in Capitalist America*, pp. 53-124*; Harker, "Bourdieu: Education and Reproduction."*

Sept. 30: Education and Economic Development: Evans and Heller, "Human Development, State Transformation and the Politics of the Developmental State"; Hanushek and Woessmann, "The Role of Cognitive Skills in Economic Development"; World Bank, *Road Not Traveled*, Chapters 1 and 2.

Oct. 7: Education and Health: Vandemoortele and Delamonica, "The 'Education Vaccine' Against AIDS"; Subbarao and Raney, "Social Gains from Female Education"; Kravdal, "Child Mortality in India."

Oct. 14: No class.

Oct. 21: Education and Gender: Schultz, "Why Governments Should Invest More to Educate

Girls”; Bourne and Walker, “The Differential Effect of Mothers’ Education”; El-Gibaly et al., “The Decline of Female Circumcision in Egypt”; Sen, “Enhancing Women’s Choices in Responding to Domestic Violence”; Majumdar, “In India, Domestic Violence Rises with Education.”

Oct. 28: Education and Democracy: Lipset, “Some Social Requisites of Democracy,” pp. 69-85 (NOTE: you do not have to read pages 86-105); Nussbaum, *Not for Profit*, 1-26*; Woodberry, “The Missionary Roots of Liberal Democracy”; Acemoglu et al., “From Education to Democracy?”

Nov. 4: Education and Nationalism: Anderson, “Imagined Communities”; Anderson, *Imagined Communities*, 47-65, 113-140*; Weber, *Peasants into Frenchmen*, pp. 303-338*; Balcells, “Mass Schooling and Catalan Nationalism.”

Nov. 11: Education, Nationalism, and Violence: Darden, *Resisting Occupation: Mass Schooling and the Creation of Durable National Loyalties*, Chapters 1-6

Nov. 18: Education and War: Thyne, “ABC’s, 123’s, and the Golden Rule”; Riga, “The Ethnic Roots of Class Universalism”; Berrebi, “Evidence about the Link Between Education, Poverty and Terrorism among Palestinians.”

Due at the beginning of class: Research paper outlines

Nov. 25: Education and Ethnic Violence: Lange, *Educations in Ethnic Violence*.

Dec. 2: Education and Domination: Carnoy, *Education as Cultural Imperialism*, pp. 1-77*; Fanon, *Black Skin, White Masks*, pp. 7-40.*

Note: This class will be rescheduled for a different date

Dec. 3: No Class

Dec. 13: Research Paper: Due by 4:00pm on Friday, December 13th. A hard copy is required, and it can either be submitted to Professor Lange in person or placed in his mailbox.