

Views from the Third World*
 SOCY-110-003H
 Ward Hall, Room 304
 Fall 2013 M/Th 8.55pm – 10.10pm
<http://tinyurl.com/AUSOCY110>

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Course Description

I therefore claim to show, not how men think, but how myths operate in men's minds
 without their being aware of the fact.

Levi-Straus, Claude. 1964. *The Raw and the Cooked*, p. 12. Harper & Row

In this class we will explore the experiences that structure people's lives in a variety of settings - focusing on those regions frequently referred to as the "Third World." This will range from broad-scale "human experiences" to those social phenomena particular to specific locales (with a heavier focus on Latin America and Africa, and less treatment of other regions of the "global south"). This will lead us to seek out what is known and to examine how scholars go about knowing these things. In combination, these will also equip us to knowledgably formulate questions beyond the specific cases we address, and identify strategies for answering these new questions. Along the way we will encounter a sampling of the toolkits scholars employ, representing varied epistemological and methodological perspectives.

Practically, we will address a range of social structures, problems and processes, which include (but are not limited to): demographic outcomes and shifts, population health outcomes, world religions, political systems, poverty, immigration, employment, family, education, and international trade. Our readings will draw on scholarship from fields including history, sociology, economics, religious studies, anthropology, political science, demography and international affairs. Occasional lectures will likely more often reflect a sociological perspective, since that is my training. By juxtaposing each of these, we will seek to discern what can be thought of as "universal" human "laws" from those experiences that distinguish particular groups, historical periods, etc. from one another.

Objectives

This course meets AU's **Foundational Area 3 (The Global & Cross-Cultural Experience)** General Education Program requirement. Our objectives will therefore combine developing a cross-cultural perspective with introducing social scientific research. By the end of the course, you should be able to:

- **Describe** several aspects of social life that are common to and/or differentially encountered across a range of historical/contemporary regional locales, political contexts, and ethnocultural experiences - and how these intersect;
- Identify meaningful dimensions of *primary* social scientific research that allow you to critically **interpret & evaluate** its evidence, for both qualitative and quantitative approaches;
- Use existing empirical data & theoretical reasoning to **develop & critique** claims that appropriately extend existing research to form new questions & hypotheses for investigation via further research;
- Find **secondary research** that allows you to determine whether posed research questions have already been satisfactorily resolved, or strategize ways to address those that remain unanswered.
- **Write** more clearly than when you started this course.

* This course benefited from syllabi/materials for similar courses taught by Susan McDonic (American University) and Shamus Khan (Columbia University). I gratefully acknowledge their influence in developing this course.

Required Texts:

1. Campbell, Catherine. 2003. *Letting them Die: Why HIV/AIDS Prevention Programmes Fail*. Bloomington, IN: Indiana University Press.
2. Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. New York, NY: Oxford University Press.
3. Jenkins, Phillip. 2011. *The Next Christendom: The Coming of Global Christianity*. 3rd Edition. New York, NY: Oxford University Press.
4. Menjivar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley, CA: University of California Press.

All books are available in the campus bookstore, can be readily found for sale online (2 & 3 are available as e-books), and have been placed on reserve for use in the library.

Additional readings, available via Blackboard (others may be added at a later date):

- Glick, Jennifer E. and Bryndl Hohmann-Marriott. 2007. "Academic Performance of Young Children in Immigrant Families: The Significance of Race, Ethnicity, and National Origins." *International Migration Review* 41(2): 371-402.
- Robinson, William I. 2001. "Social Theory and Globalization: The Rise of the Transnational State." *Theory and Society* 30(2): 157-200.
- Tomlinson, B.R 2003. "What was the Third World?" *Journal of Contemporary History* 38(2): 307-321.
- Trinitapoli, Jenny and Sara Yeatman. 2011. "Uncertainty and Fertility in a Generalized AIDS Epidemic." *American Sociological Review* 76(6): 935-954.
- Woodberry, Robert D. 2012. "The Missionary Roots of Liberal Democracy." *American Political Science Review* 106(2): 244-274.

Course Structure & Requirements**Structure:**

This course is organized as a seminar. I do this *very* intentionally for a number of reasons:

1. Our aim is to enhance learning skills that equip you to build knowledge, not the other way around. As such, there are no exams. I'm not interested in seeing how much you can cram into memory, momentarily regurgitate, then immediately forget. The skills you're after here are thus how to engage ideas by: distilling them down to their central point(s), identify critical elements for evaluating their claims, and clearly communicating your interpretation of them to others.
2. Our efforts to develop this skill will require a lot of reading. It will also mean regularly participating in class (you are expected not only to attend, but to be prepared to contribute to each meeting). You will also produce regular (but mostly brief) writing. In combination, these will encourage you to thoroughly engage material.
3. My expectations of you, and yours of me should be the same for each class. Take advantage of this. This leaves it up to you to determine how to deal with life outside our classroom. No need for doctor's notes or absence justifications. Simply be appropriate in your own determination of when you need to miss a class session; then pick back up with regular contributions to our class.
4. In sum, I anticipate this structure will allow you to retain more from our class. You will strengthen skills you can use to enhance other classes, and be more informed consumer/producer of knowledge in general. Your writings will be more accessible and potentially helpful to you in the future when encountering events (including classes) for which they are salient.

Requirements:**I - Reading Reactions (up to 210 points, 15 points each):**

For 14 of the 18 assigned daily readings, you will be responsible to complete a *brief* (350-500 words) reading reaction. The central aim of this assignment is to *make sense of what you've read*. What this entails can vary by person and reading. Sufficient demonstration of reading engagement can include (but

is not necessarily limited to): summarizing (in your own words) the central aspects of the reading's argument/findings, questioning/critiquing the reading's premise/approach, identifying aspects that the reading should have covered but didn't, etc. In evaluating these, my primary question will be "does this show engagement with the assigned reading?"

II - Reading Extensions (up to 150 points total, 50 points each):

For 3 of the 4 assigned books, you will be responsible to complete a paper (~900 words) that extends the perspective offered in the book. The central aim of this assignment is to *use what you've read*. This aim can be accomplished in one of two ways. (1) Build on (one of) the book's central argument(s) to describe how it would apply to an empirical context not addressed by the book; (2) Explain how the application of the (a) central argument from another of the semester's assigned readings would alter/compare to the central approach of the addressed reading. In evaluating these, I will be assessing two primary questions - (i) How accurately have you summarized of the central point(s) of (*both*) readings used? and (ii) Does your extension adhere to sound logical *and* appropriate social scientific reasoning?

III - Quizzes & Discussions (up to 120 points total, 10 points each)

The final component of your grade will be a combination of in-class quizzes, responses and discussion board questions. Quizzes will occur at the beginning of class, and will ask you to summarize key points from assigned readings and/or previous classes' lectures. In-class responses will take place at the end of class and provide you an opportunity to react to the content of that day's class. There will be 12 (typically unannounced) quiz/response opportunities available.

To spur in-class discussions, each reading has a discussion forum on Blackboard for you to post questions that interpret/evaluate/extend assigned readings. Posts that demonstrate a basic understanding of the reading *and* interpret/use it in some meaningful way - i.e., do NOT simply restate it's central point(s) - can earn *up to 5* points *per reading* (i.e., up to *half* a quiz grade). Discussion questions should be posted no later than midnight the day before a reading is to be covered in class (if a reading is covered over multiple days, questions that reproduce content addressed in a previous class will not receive credit). Discussion questions can account for up to 25 Quiz points.

Grading

Grading Expectations:

The earning of grades will reflect how thoroughly your work reflects the specific assignment requirements *and* overall course aims, which will correspond to the following sets of expectations:

- F Work that **fails to address** the assignment's **minimum requirements** will earn grades in the F range.
- D Work that **incompletely addresses** the assignment's **minimum requirements** will earn grades in the D range.
- C Work that **addresses only** the assignment's **minimum requirements** will earn grades in the C range.
- B Work that, **in addition to** meeting an assignment's **minimum requirements**, also **occasionally** reflects **engagement** with other material from the course where appropriate, in ways that **meet course objectives** will earn grades in the B range.
- A Work that, **in addition to** meeting an assignment's **minimum requirements**, also **consistently** reflects **engagement** with other material from the course where appropriate & in ways that **exceed course objectives** will earn grades in the A range.

Potential Points / Allocation:

- Reactions 210 (44%)
- Extensions 150 (31%)
- Quizzes, etc. 120 (25%)
- Total 480 (100%)**

Final Grade Computation:

Your final grade will be determined by summing the number of points earned across all required course components. The "Quizzes, etc." section has the opportunity to earn more than 120 points. Up to 10 excess points (i.e., no more than 130 total) can be retained from this component of the course for your final grade. No other "extra credit" will be available. Letter grades will be determined from your point total as follows:

<u>Letter Grade</u>	<u>Points Range</u>	<u>Letter Grade</u>	<u>Points Range</u>	<u>Letter Grade</u>	<u>Points Range</u>
A	447+	B	396-419	C	348-371
A-	432-446	B-	384-395	C-	336-347
B+	420-431	C+	372-383	D	288-335

Any student accumulating 287 or fewer points will receive an F for the course.

Course and College Policies**Due Dates (NO Late Work):**

Since there are multiple opportunities to complete each assignment in this course, **NO LATE ASSIGNMENTS** will be accepted for any reason. Plan accordingly. Assignments are due as follows:

- Reading Reactions are due before class on the day the reading is to be covered.
- Reading Extensions are due by midnight on the dates listed on the course calendar.
- Discussion Questions are due by midnight the day before a reading is covered in class.
- Quizzes & In-class responses can only be taken when they are administered in class.

Written Assignments Format:

Reading Reactions & Extensions should:

- Be submitted as Word (.doc or .docx) files to the corresponding Blackboard Assignment;
- Be named as YourLastName_YYYY-MM-DD_Assignment (e.g., my Reading Reaction to the Tomlinson reading would be adams_20130829_Reaction1.doc);
- Be properly formatted which includes:
 - ✓ double-spaced,
 - ✓ 1-inch margins,
 - ✓ 11 or 12 point New Times Roman font, and
 - ✓ page numbers;
- Be properly sourced - i.e., providing full *in-text citations and bibliographic information* whenever referencing others' ideas. (A guide for using ASA Format is available on Blackboard. You can use other styles but the version you choose must be consistently used throughout each assignment);
- Be spell-checked and carefully proofread before submission.

When submitting an assignment to Blackboard, please be certain that you have the final version you intend to upload for grading. Re-submissions will not be accepted for any "I forgot to..." reasons, and original submissions are the versions that will be graded.

Course Communication:

- *The Syllabus* has answers to the most common questions pertaining to the course. Be sure check the syllabus first, before asking me about due-dates, assignment requirements, etc.
- *Blackboard* will be used for the majority of communication in this course. You can find a copy of the syllabus, additional assigned readings, and all assignments there. I will also post any lecture notes after each class. I strongly encourage you to make visits to this resource a regular part of your preparation for this course.

- *E-mail* should be used for quick communications (things that can be responded to in no more than a few sentences); use office hours for anything requiring more depth. You should only use your AU email account for communication related to this course; I will not read/reply to emails from your personal accounts (e.g., Yahoo!, Hotmail, etc). Please consider e-mail as subject to the same standards of communication as you would all other forms written material in this course (i.e., you should use complete sentences, proper punctuation, etc.). I will typically respond to email within two *work* days. I will **not**, under any circumstances discuss grades over email.
- *Office Hours* are available to add to your experience in this course. Please make use of them. These are meant to supplement required course work and in-class elements. As such, while I am happy to discuss course materials or other aspects of sociology/academia in general with you during this time, they should not be viewed as an opportunity to ask “What did I miss in class?” (You should find peers in the class with whom you can share notes for that purpose.)

A Note on Participation:

The topics of study in this course will at times touch on personal and/or controversial issues. Your thoughts and opinions in discussing these topics will be valued and respected. To foster this, the following ground rules will apply for all in-class *and* online interactions:

- 1- Be respectful of others and their opinions. While healthy debate will be constructive in the learning process, disrespectful or insulting contributions *will not be tolerated*.
- 2- The content of your expressed *opinions* will in no way affect your grade. You are encouraged to share your *thoughtful* opinions, beliefs and values openly. The class will particularly benefit from statements that support and/or challenge both those of other students and the instructor (*as long as it is done in a manner consistent with rule #1*).

Academic Integrity and Conduct:

All students are expected to follow the policies of American University with respect to academic conduct and integrity. For more information on academic integrity at AU, please go to <http://www.american.edu/academics/integrity/code.cfm>. Your registration in this course assumes your familiarity with these standards. Any violations of this policy will be referred to the AIC administrator.

Request for Academic Adjustment or Accommodation:

Please notify the instructor at the beginning of the class if you are a student with a documented disability who may require appropriate accommodations so we can make arrangements to ensure your needs are addressed in this course. If you need university assistance with documentation or with services, please see Disability Support Services (206 Mary Graydon, 885-3315), or visit their website at: <http://www.american.edu/ocl/dss/For-Students-Services-Provided.cfm>

University Services:

Students are encouraged to seek out appropriate university services that support student learning and success. Among those, where appropriate, please consider making use of the Academic Support Center (243 Mary Graydon Center, www.american.edu/ocl/asc/index1.html); the computer services/technology help (<http://www.american.edu/oit/index.cfm>), the Writing Center (228 Battelle-Tompkins Hall, <http://www.american.edu/cas/writing>), and Library Research Help (<http://www.american.edu/library/ask/index.cfm>).

Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty

will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Tentative Course Schedule

Please Note, this schedule is subject to change – all changes will be announced in class.

Day	Topic	Readings Due	Assignments Due
M, 26 Aug	Introductions	none	
Th, 29 Aug	Terminology	#BB Tomlinson 2003	Reaction 1
M, 2 Sep	<i>NO CLASS MEETING – Labor Day</i>		
<i>1 - The Bottom Billion</i>			
Th, 5 Sep	BB	Collier (sec 1-2)	Reaction 2
M, 9 Sep	Globalization	#BB Robinson 2001	Reaction 3
Th, 12 Sep	BB cont'd	Collier (sec 3)	Reaction 4
M, 16 Sep	...	Collier (sec 4 & skim sec 5)	Reaction 5
Th, 19 Sep	...		<i>Extension 1</i>
<i>2 - The Next Christendom</i>			
M, 23 Sep	NC	Jenkins (ch's 1-4)	Reaction 6
Th, 26 Sep	...		
M, 30 Sep	...	Jenkins (ch 5)	Reaction 7
Th, 3 Oct	Democracy	#BB Woodberry 2012	Reaction 8
M, 7 Oct	Guest Lecturer - Randa Serhan		
Th, 10 Oct	NC cont'd	Jenkins (ch's 6-7)	Reaction 9
M, 14 Oct	...	Jenkins (ch's 8-10)	Reaction 10
Th, 17 Oct	...		<i>Extension 2</i>
<i>3 - Fragmented Ties</i>			
M, 21 Oct	FT	Menjívar (ch's 1-3)	Reaction 11
Th, 24 Oct	...		
M, 28 Oct	...	Menjívar (ch 4)	Reaction 12
Th, 31 Oct	Immigration & Education	#BB Glick 2007	Reaction 13
M, 4 Nov	FT cont'd	Menjívar (ch's 5-8)	Reaction 14
Th, 7 Nov	...		
M, 11 Nov	...		<i>Extension 3</i>
<i>4 - Letting them Die</i>			
Th, 14 Nov	LtD	Campbell (sec 1)	Reaction 15
M, 18 Nov	...	Campbell (sec 2-3)	Reaction 16
Th, 21 Nov	...		
M, 25 Nov	Fertility	#BB Trinitapoli 2011	Reaction 17
Th, 28 Nov	<i>NO CLASS MEETING - Thanksgiving</i>		
M, 2 Dec	LtD cont'd	Campbell (sec 4)	Reaction 18
Th, 5 Dec	...		
M, 9 Dec	<i>Extension 4 Due – by 11:25am</i>		