



National Research University-Higher School of Economics
“The Sociology of Development and Underdevelopment”
<TK 040100.62, Sociology Bachelor Program>

Government of the Russian Federation

**Federal State Autonomous Educational Institution for Higher Professional
Education**

National Research University-Higher School of Sociology

Faculty of Sociology

Discipline Program

The Sociology of Development and Underdevelopment

040100.62, Sociology Bachelor Program

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1. Prerequisites

- Иностранный язык (английский) - Foreign language (English)
- Социальная история Нового времени - Social History of Modernity
- Социологическая теория - Sociological Theory
- Введение в экономическую социологию: Introduction to Economic Sociology

2. General Course Description

This course offers an introduction to the sociology of development and underdevelopment. At the same time, it gives you an opportunity to practise, and improve, your social research skills.

Although the particular context where these terms gained wide currency – the aftermath of World War II – is now history, the issues that the idea of 'development' set out to address (e.g. social inequality, economic growth) go well beyond this particular context, and remain pressing questions today. Why is the world so unequal on so many levels? How did the gap between the world haves and the have-nots come about? Can this gap be closed or at least reduced? Can underdeveloped countries develop? Questions related to development resonate with key concerns of the modern world, such as the idea of progress and the possibilities of building more humane societies through deliberate, collective efforts.

Throughout the course we will examine the arguments advanced by some of the key development theories – and think sociologically about them. Among other things, this involves contextualising such theories, as well as examining their premises and underlying assumptions.

The course seeks to get you thinking about questions such as the following: What is meant by development? How did come to see the world as divided in developed and developing/underdeveloped countries? What is distinctive about the sociology of development? What brings about development? Is development the same as modernization? Is there development without underdevelopment? What are the main factors, and who the main actors, involved in the development process? What is the role of state in the development process? What is the role of culture and institutions? Do geography and climate play a role in the development process? Can we conceive of development without economic growth? Does development amount to Westernisation?

The working language of this course will be English.

This outline is designed to give you a general idea about the contents of this course. Do get in touch with me if you questions about the course or this outline.

3. Learning Outcomes

By the end of the course, students will be able to:



- Critically assess in writing development theories from a sociological perspective.
- Link sociological debates about development with contemporary world affairs.
- Be able to reflect about development issues taking a broad historical perspective.
- During the course, students will have the opportunity to practice how to:
- Provide constructive criticism to the work of fellow colleagues.
- Constructively deal with criticisms to their own work, and incorporate such criticisms in revising the latter.

4. Thematic plan for the academic discipline

№	Title of the topic	Total hours on discipline	Lecture Hours	Seminar and Practice sessions	Self-reliant work
1	What is development and why does it matter?	12	2	4	6
2	Can everyone catch up? Modernisation theory.	16	2	4	10
3	Is development premised on underdevelopment? Dependency theory.	16	2	4	10
4	How did Japan got rich? The East Asian experience.	16	2	4	10
5	‘Why is Sub-Saharan Africa poor?’ Institutional approaches	16	2	4	10
6	The capabilities approach	16	2	4	10
7	Globalization and sustainable development	16	2	4	10



8	Development after the 2008 crisis				
	Total	108	14	28	66

5. Course Assessment

You are expected to write one essay during this module (2,000-2,500 words). Two versions of the essay are required. The first version of the essay is due by the end of week three (Friday, 23 November 2012), and the second version towards the end of the term. The second essay is expected to incorporate the convener's feedback and be a significantly improved version of the first essay; it will be assessed accordingly. The idea is that you have the opportunity to work and revise a single piece of work, which you can turn into a larger research project at some later point if they so wish.

You are required to submit both an electronic and a hard copy of your papers.

There will be a final written examination at the end of the term –the essay questions at the end of this module should give you a general idea of the questions you are likely to find in the final exam.

The final grade is calculated as follows:

- Weekly reports (please see below) = 15%
- Seminar participation and presentations = 25%
- Essay's first draft = 15%
- Essay's second draft = 25%
- Final exam = 20%

Seminar participation. I will mark seminar participation using a four point scale:

- Unjustified absence: minus one point.
- Justified absence: zero points.
- Attendance: one point.
- Attendance and active participation: 2 points.
- Attendance and active participation which demonstrates a critical engagement with the texts under discussion: 3 points.

Attendance

Attendance to the seminars is mandatory. Students with more than two unjustified absences will lose the right to receive a mark for the course.

Weekly reports



Each week, students are expected to prepare a brief summary of at least one of the papers under discussion. This summary should be between 150 and 300 words in length, and focus on the paper’s argument, which students are encouraged to reflect upon/criticize. Summaries are not meant to be polished pieces of work, but only a springboard for seminar discussion and a tool for essay writing. The only requirement is that the student uses her/his own words to summarize (and if possible analyse) the text under consideration. Reports will not be marked, but their production will count towards the final mark.

How to do well on this course?

Read as widely as possible, and be ready to discuss the texts under review during seminar time. Do ask questions. Cultivate doubt, and an inquisitive attitude towards the social world. Start working early on your assignments!

How to do badly in this course? (A note on plagiarism)

One of the best ways to do badly in this course is through committing plagiarism – a plagiarised work will be marked zero and required to be resubmitted. Recurrent plagiarism will be reported to the dean and lead to a zero mark for the whole course. The module convener reserves the right to refuse to give a mark for the course to any student committing plagiarism. So, please make sure to familiarise yourself with what counts as plagiarism and make sure to avoid this practice. The following are some useful websites in this regard:

“Plagiarism: What It is and How to Recognize and Avoid It” (Indiana University)

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

“How to avoid plagiarism” (The writer's center @ The University of Wisconsin – Madison).

http://writing.wisc.edu/Handbook/QPA_plagiarism.html

6. Seminars

The course will be mostly seminar-based, with one lecture and two seminars each week.

At the beginning of each seminar, the module convener will introduce the nominated topic. After this, we will work in groups to discuss a particular piece of scholarly work – normally one or more journal article(s) or book chapter(s).

Sometimes, the first seminar will be devoted to examining a synthesis of the topic at hand, while the second seminar will be devoted to analysing such topic. At other times, the first seminar will offer a theoretical review of the nominated topic, while the second seminar will focus on analysing a particular case study related to the topic under review.

Questions to bear in mind during seminar time include the following:

- What is the argument of the text under review?
- What are its premises, and what its conclusion(s)?



- What (theoretical, epistemological, normative, etc.) presuppositions underlie the text's argument?
- How does it relate to our past readings?
- Who are the actors involved in this story?

Some useful general references

- Allen, T. and Thomas, A. (2000) *Poverty and Development into the 21st century*, Oxford: Oxford University Press.
- Arndt, H. W. (1987) “Economic development: the history of an idea” Chicago: The University of Chicago Press.
- Chang, H. (2003) *Kicking Away the Ladder: Development Strategy in Historical Perspective: Policies and Institutions for Economic Development in Historical Perspective*. London: Anthem Press.
- Chang, H. (2002) “Kicking Away the Ladder: An Unofficial History of Capitalism, Especially in Britain and the United States”, *Challenge*, 45, (5), 63-97
- Chang, H. (2008) *Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism*. New York: Bloomsbury Press.
- Leys, C. (1996) *The Rise and Fall of Development Theory*, Nairobi: EAEP, Bloomington & Indianapolis: Indiana University Press, Oxford: James Currey. [First published in 1977]
- Vandana, D. and Potter, R. B. (2008) *The Companion to Development Studies*. London: Hodder Education, pp. 520-524.
- Stiglitz, J. E and Meier, G. M. (eds.) (2001) *Frontiers of Development Economics: The Future in Perspective*. Washington: The World Bank.
- Willis, K. *Theories and Practices of Development*, London: Routledge.
- Enriquez Perez, I. (2009) *La construccion social de las teorias del desarrollo*. Mexico, D.F.: Senado de la Republica, LXI Legislatura/Porrúa
- [Copies available upon request]

7. Discipline Contents

Week 1. What is development and why does it matter?

We shall begin this course by asking the following questions: what is the development all about? How to think about it? And why does it matter? Seeking to answer these questions, we shall discuss some of the many definitions of development. We shall discuss what is distinctive about sociological approaches to development, whether it is desirable to approach development from a multi-disciplinary perspective, and what the current state of development studies is.

Required reading:



Wallerstein, Immanuel. 1992. “The Concept of National Development, 1917-1989: Elegy and Requiem.” *American Behavioral Scientist*, 45(4/5): 517-529. Also published in: Wallerstein, Immanuel. 1995. *After Liberalism*. New York: The New Press, pp. 108-124.
<http://abs.sagepub.com/content/35/4-5/517.full.pdf>

Bellone, Amy and Roberts, J. Timmons. 2007. "Development and Globalization: Recurring Themes." In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell.

Further reading:

Chang, H. (2010) “Hamlet without the Prince of Denmark: How development has disappeared from today’s ‘development’ discourse” In: S. Khan & J. Christiansen (eds.), *Towards New Developmentalism: Market as Means rather than Master*, Abingdon: Routledge.
Available at:
<http://www.econ.cam.ac.uk/faculty/chang/pubs/HamletwithoutthePrinceofDenmark-revised.pdf>
Accessed: 9 November 2012.

Wallerstein, I. (1995) “The geoculture of development, or the transformation of our geoculture?” In: *After Liberalism*, New York: New Press, pp. 162-175.

Portes, A. (1976) “On the Sociology of National Development: Theories and Issues.” *American Journal of Sociology*, 82(1), pp. 55-85

Extra assignments: One of your tasks during this first week is to visit my office so that I can have a chance to hear about you and your research interests, and you get a chance to know how office hours work. If you feel intimidated by this exercise, feel free to come in pairs or groups.

This week you also need to choose an essay topic.

Week 2. Modernisation theory

In this session we shall discuss the idea of modernisation and modernisation theory. This will entail asking questions about what it takes to be (and to become) ‘modern’, and about whether we can think of development in terms of stages. We will also focus our attention upon some of the psychological and cultural factors that may lead (or not) to bringing about development. In keeping with the overall spirit of the course, we shall analyse the context where modernization theory was produced, as well as its strengths and weaknesses.

Required reading:

Seminar a:



Rostow, Walt W. 1960. “The Stages of Economic Growth: A *Non-Communist Manifesto*.” In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 47-55.

Seminar b:

Bernstein, H. 1971. “Modernization theory and the sociological study of development”. *Journal of Development Studies*, 7(2), pp.141-160.

Further reading:

Baran, P. A. and Hobsbawm, E. J. (1961), *The Stages of Economic Growth*. *Kyklos*, 14(2): 234–242. doi: 10.1111/j.1467-6435.1961.tb02455.x

Rostow, W.W. (1959) “The stages of economic growth”, *The Economic History Review*, 12(1), p. 1-16.

Rostow, W. W. (1965) “The Take-Off Into Self-Sustained Growth” *The Economic Journal*, 66(261), pp. 25-48.

Hagen, E. E. (1958) “How Economic Growth Begins: A General Theory Applied to Japan” *The Public Opinion Quarterly*, 22(3), Special Issue on Attitude Research in Modernizing Areas, pp. 373-390.

Dorfman, Robert (1991) “Review Article: Economic Development From the Beginning to Rostow”, *Journal of Economic Literature*, 29(2), pp. 573-591.

Week 3. Dependency Theory and Theories of Underdevelopment

In this session will overview the rise and fall of dependency theory, and will ask questions about its continued relevance today. Key issues to be discussed include the key criticisms levelled against modernization theory, as well as the role of social structures and power inequalities in bringing about or hampering development. The role of the state and the different positions of nation-states within the world system will also be discussed.

Seminar a:

Gunder Frank, Andre. 1969. “The Development of Underdevelopment.” In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 76-84.



Valenzuela, J.S. and Valenzuela, A., (1978) “Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment”. *Comparative Politics*, 10(4), pp.535-557.

Seminar b:

Cardoso, Fernando E. 1972. “Dependency and Development in Latin America.” In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 85-94.

Wallerstein, Immanuel. 1979. “The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis.” In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 95-113.

Further reading:

Cardoso, Fernando Henrique (1977) “The Consumption of Dependency Theory in the United States”, *Latin American Research Review*, 12(3), 7-24.

Castells, M. and Laserna, R., (1989) “The new dependency: Technological change and socioeconomic restructuring in Latin America”. *Sociological Forum*, 4(4), pp.535-560.

Frank, A. G. (1966) “The Development of Underdevelopment” In: *Capitalism and Underdevelopment in Latin America*. New York: Monthly Review Press.

Frank, A. G. (1992) “Review: Latin American Development Theories Revisited: A Participant Review.” *Latin American Perspectives*, 19(2), pp. 125-139.

Kay, C. (1989) *Latin American Theories of Development and Underdevelopment*, London: Routledge.

Santos, T.D., (1970) “The Structure of Dependence”. *The American Economic Review*, 60(2), pp.231-236.

Week 4. The East Asian Experience

There is a long-standing controversy within development studies as to what role markets and states should play in the development process. How much can states/markets do to promote development? Is state action desirable to promote development or should the market call the shots? This session will be devoted to analysing this debate. In order to ground our debate, we shall focus our attention on the development experience of East Asian countries during the second half of the twentieth century. This will take us to consider debates concerning state capabilities, and state formation. As much as time allows, we shall discuss the case of the USSR.

Seminar a:



Kay, C. (2002) “Why East Asia overtook Latin America: Agrarian reform, industrialisation and development” *Third World Quarterly*, 23(6).

Seminar b:

Powell, B. (2005) “State Development Planning: Did it Create an East Asian Miracle?” *The Review of Austrian Economics*, 18(3-4), p. 305-323, DOI: 10.1007/s11138-005-4015-x

Further reading:

Gereffi, Gari. 1989. “Rethinking Development Theory: Insights from East Asia and Latin America”, *Sociological Forum*, 4(4), pp. 505-533. Also In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 114-134.

Alice H., A., (1994) Why isn't the whole world experimenting with the East Asian model to develop?: Review of the East Asian miracle. *World Development*, 22(4), pp.627-633.

Stiglitz, J.E., (1996) “Some lessons from the East Asian Miracle”. *The World Bank Research Observer*, 11(2), pp.151 -177.

Week 5. “Why is Sub-Saharan Africa poor?” Institutional approaches

In “Why is Africa poor?”, Acemoglu and Robinson argue that the answer comes down to institutions. But what are institutions? And how exactly do they intervene in the development process? How do they relate to culture, states, markets, and power inequalities?

Seminar a:

Rodrik, D., A. Subramanian and F. Trebbi (2004) “Institutions Rule: The Primacy Of Institutions Over Geography And Integration In Economic Development,” *Journal of Economic Growth*, 9(2): 131-165.

Seminar b:

Acemoglu, D., and J. A. Robinson (2010) “Why is Africa Poor?” *Economic History of Developing Regions*, 25: 21-50.

Further reading:

Acemoglu, D., T. Hassan, and J. Robinson (2011) "Social Structure and Development: A Legacy of the Holocaust in Russia." *Quarterly Journal of Economic* 126 (2011): 895-946.

Rodrik, D. and Subramanian, A. (2003) “The Primacy of Institutions.” *Finance & Development*, June, pp.31-34.

Evans, P. (2005) “The Challenges of the ‘Institutional Turn’: Interdisciplinary Opportunities in Development Theory,” In: Victor Nee and Richard Swedberg (eds), *The Economic Sociology of Capitalist Institutions*. Princeton, NJ: Princeton University Press.



Evans, P. and Rach, J. (1999) “Bureaucracy and Growth: A Cross-National Analysis of the Effects of 'Weberian' State Structures on Economic Growth.” *American Sociological Review*, 64(5).

Robinson, James A., Daron Acemoglu, and Simon Johnson. "Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution." *Quarterly Journal of Economics* 118 (2002): 1231-1294.

Chang, H. J. (2009) “Economic History of the Developed World: Lessons for Africa” The lecture delivered in the Eminent Speakers Program of the African Development Bank, 29 February.

Available at: <http://www.hajoonchang.net/downloads/pdf/ChangAfDBlecturetext.pdf>

Accessed: 26 September 2011

Week 6. The capabilities approach

This unit we will discuss Amartya Sen and Martha Nussbaum's capabilities approach. We shall overview its philosophical foundations, as well as its differences with other approaches to understanding development. We will also discuss some applications of this approach to concrete social issues, such as population health.

Seminar a:

Sen, A. (1999) "Development as Freedom" New York: Alfred A. Knopf. Introduction and chapters 1 and 2.

Nussbaum, M. (2003) “Capabilities and Social Justice.” *International Studies Review*, 4(2), pp. 123-135.

Seminar b: Population health and development

Evans, P. (2009) “Population Health and Development: An Institutional-Cultural Approach to Capability Expansion,” pp. 104-127. In: Peter A. Hall and Michèle Lamont (eds.) *Successful Societies: How Institutions and Culture affect Health*. Cambridge: Cambridge University Press.

Further reading:

Evans, P. (2002) “Collective Capabilities, Culture and Amartya Sen’s Development as Freedom,” *Studies in Comparative International Development* 37(2): 54-60

Nussbaum, M. (2000) “Women's Capabilities and Social Justice” *Journal of Human Development*, 1(2), pp. 219-247.

Watts, M. (1991) “Entitlements or Empowerment? Famine and Starvation in Africa”. *Review of African Political Economy*, (51), pp.9-26.

Week 7. Globalization and sustainable development



In this session, we will examine questions related to sustainable development, a topic which has gained prominence since the 1970s – not least due to the rise of interest in phenomena such as population growth, climate change, biodiversity loss – but which is problematic on a number of grounds. We will also discuss the way in which globalization has impacted our understanding of development.

Seminar a:

Hunter Wade, Robert. 2003. “What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of 'Development Space'”. In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 277-294.

Stiglitz, Joseph S. 2002. “Globalism's Discontents.” In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 295-304.

Rodrik, Dani. 1999/1997. “The New Global Economy and Developing Countries: Making Openness Work / Has Globalization Gone too Far?”. In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 305-319.

Arrighi, Giovanni, Silver, Beverly J. and Brewer, Benjamin D. 1999. “Industrial Convergence, Globalization, and the Persistence of the North-South Divide.” In: J. Timmons Roberts and Amy Bellone Hite (eds.) *The Globalization and Development Reader*. Oxford: Blackwell, pp. 320-334.

Seminar b:

Hopwood, B., Mellor, M. and O'Brien, G. (2005) “Sustainable development: mapping different approaches”, *Sustainable Development*, 13(1), pp.38-52.

Lele, S. M. (1991) “Sustainable development: A critical review”. *World Development*, 19(6), pp.607-621.

Week 8. Development after the 2008 crisis

Required reading:

Seminar a:

Chang, Ha-Joon. 2011. “The 2008 World Financial Crisis and the Future of World Development.”

In: Craig Calhoun and Georgi Derluguian (eds) *Aftermath: A new economic order?* New York and London: SSRP and New York University Press, pp. 39-64.

Rodrik, Dani. 2011. “Growth after the crisis.” In: Craig Calhoun and Georgi Derluguian (eds) *Aftermath: A new economic order?* New York and London: SSRP and New York University Press, pp. 65-96.



Seminar b:

Montes, Manuel and Popov, Vladimir. 2011. “A New World Economic Order for Development?” “Growth after the crisis.” In: Craig Calhoun and Georgi Derluguian (eds) *Aftermath: A new economic order?* New York and London: SSRN and New York University Press, pp. 119-148

Derlugian, Georgi. 2011. ‘The post-soviet recoil to periphery’. In: Craig Calhoun and Georgi Derluguian (eds) *Aftermath: A new economic order?* New York and London: SSRN and New York University Press, pp. 209-234.

8. Essay Themes/Questions

Below are some essay questions. Choose one. In writing your essay, remember to draw on relevant theories, scholarly literature, and data.

- Compare and contrast the basic postulates of modernization theory, dependency theory, and the world systems perspective vis-a-vis the question of development.
- “Should states step in and try to overcome some of the structural barriers that create poverty, or should they get out of the way and let ingenuity and the market solve the problem?” (Roberts and Bellone Hite 2007: 14)
- Critically evaluate the role played by both “internal and external factors” in determining a country's level of development (cf Roberts and Bellone Hite 2007: 4).
- “Culture was a key element in the development of Japan.” Critically assess this proposition.
- Critically assess the role of the USSR in the development of the development discourse.
- Is Russia a developed country?
- “Developing countries can catch up with developed countries if they set in place the right institutions”. Critically assess this view.
- “Development is impossible without sustained economic growth.” Critically assess this view.
- Is industrialization a necessary and sufficient component of development?
- Is development possible in the face of the ecological problems we face in the early 21st century?
- How has the 2008 crisis impacted our understanding of development?

If you wish to write on another topic which is not included in the following list, please ask me first. I am happy for you to choose your own topic as long as this topic is relevant for the course. The main thing is that you are interested in your essay question. Remember though that sometimes it is out of reading and writing about a topic that we develop an interest in it.



8. Self-Assessment Questions (for the Final Exam)

- Outline the historical context where the idea of “national development” rose and fell.
- Why does H. Chang argue that development studies have become like “Hamlet without the Prince of Denmark”?
- Briefly compare the basic postulates of modernization and dependency theories.
- The state has been portrayed both as the hero and the villain of the development story during the 20th century. Briefly analyse some of the arguments for and against state participation in the process of development.
- Why is Sub-Saharan Africa poor, according to Acemoglu and Robinson?
- What is meant by sustainable development? What criticisms have been levelled against this view?
- Outline and assess the main arguments of Amartya Sen and Martha Nussbaum's capabilities approach.