**UNIVERSITY OF GUELPH**

**College of Social and Applied Human Sciences**

**Department of Sociology and Anthropology**

**SOAN 3680 - Fall 2024**

**Qualitative and Observational Methods**

Course Instructor: Dr. Jasmin Hristov

COURSE DESCRIPTION

In this course, students explore international development theories and issues through a sociological lens by approaching development as a contested relationship of inequality and unravelling the forces that hinder humanity’s ability to meet everyone’s basic needs and build an environmentally sustainable and ecologically balanced world. We begin the course with a historical overview of the rise and evolution of major structures of social and global inequalities. In the second part of the course, students engage with key theoretical perspectives that have shaped the field of development studies, including modernization, dependency theory, world systems approach, neoliberalism, critical globalization studies, as well as feminist, post-colonial, eco-feminist and alternative visions of development. In the third part of the course, students explore development problems by considering: (1) the interplay of local and global forces seeking to establish control over resources, labourforce, and markets; (2) the resulting dispossession, disadvantage, environmental injustice, and violation of labour rights as well as basic human rights of large sectors of humanity; and (3) the significance of the nation-state as an entity that controls legislative, ideological and violent means.

LEARNING OUTCOMES

1. Analyze the parallels between the development of capitalism during colonialism and the spread of neoliberalism in the last 30 years, with regards to the emergence and reproduction of social inequalities such as class, race and gender.
2. Analyze core patterns in the ways nation-states have enabled or inhibited certain development models and/or outcomes.
3. Compare the priorities and objectives across the different ways in which development has been envisioned and put into practice.
4. Apply major development theories to explain present-day global problems such as poverty, land and environmental conflicts, and human rights violations.
5. Conceptualize the relationship between mechanisms that generate conditions for the reproduction of global capitalism and impediments to human development.
6. Apply a dialectical analytical framework to identify possible ways in which development may interact with social justice, human well-being, and decolonization.
7. Evaluate the impacts and limitations of micro-level ‘solutions’ to development problems experienced by disadvantaged women in the Global South, that are centred on knowledge, values and actors from the Global North.
8. Develop recommendations for addressing specific development issues at a structural level.

**Procedural Knowledge / Skills**

1. Synthesize key ideas, concepts, and arguments (effective reading and communication).
2. Demonstrate ability to identify areas for debate and discussion by posing critical questions (critical thinking).
3. Work as part of a team to communicate knowledge creatively and effectively to a wider audience.

COURSE FORMAT

During the first part of the course, the class will consist of an interactive lecture followed by group and class discussions on the assigned documentaries and readings. The course will then transition to student-led discussions. During the last part of the course, students will take a leading role in teaching their classmates by presenting their analyses of specific manifestations of development issues. The pedagogical approach of this course rests on the idea that learning is a collective process and thus, the classroom should be a community of learners. Student participation during lectures is expected and greatly appreciated as it will help us learn and maintain a sense of community.

During small-group discussions, students will always be required to have a notetaker spokesperson. This individual will be responsible for sharing with the class the highlights from the group discussion and may be asked to submit their notes on behalf of the group.

REQUIRED READINGS

* Selection of academic articles, book chapters, and documentaries available electronically through the Guelph McLaughlin Library Ares Course Reserve System (ARES).
* One text for book review assignment (TBA)

EVALUATION

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| **Type of Assessment** | **Percentage of Final Grade** |
| Critical Commentaries (8% submission and 12% quality) | **20** |
| Discussion Question and Participation in Discussion  | **20** |
| Group Presentation Proposal | ungraded |
| Group Presentation  | **20** |
| Contributions to Group Work (through peer evaluation) | **5** |
| Peer Evaluation | Ungraded  |
| Participation  | **10** |
| Book review | **25** |