RS 3580 SOCIAL GROUPS IN DEVELOPING SOCIETIES
Autumn 2019 TTh 2:20-3:40 p.m.
370 Kottman Hall

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Office hours
T-Th: 1-2, 4-5 pm or by appointment

RS 3580 discusses different life experiences, problems, and responses of people in major social groups in “developing” societies. It can be used to fulfill a GE in Global Studies. Upon completion of the course, students will understand “some of the economic, cultural, infrastructural, socio-political, and other issues and problems confronted by specific peoples and cultures outside the U.S.” Students also should be able to “recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”

General objectives and shared concepts: The focus of this course is how rural people and communities in diverse places around the world are working to construct sustainable, people-centered, “alternative development” in the face of tremendous challenges from globalization and from corporations, governments, conflict situations, natural disasters, and related problems. Challenges include a globalization process that originates in and benefits the so-called “developed” or “industrialized” countries and that is supported by international development approaches and global governance agencies (i.e., United Nations, World Bank, USAID among others). These challenges include incentives and pressures to conform that target the so-called “poor” and “developing countries” and that reduce local people’s control over livelihoods and productive resources in order to benefit global corporations and markets with access to cheap labor and rights over natural resources. These challenges originate in and exacerbate poverty, corruption, and historical structures of inequality that vary across places. Climate change is the second most important challenge—as ecosystems change people are less able to support themselves and protect their ecosystems. Conflict and crime constitute the third most important challenge. All factors have contributed to a growing number of refugees and migrants and increasing levels of poverty across the globe. We will consider these challenges, ways that people are empowering themselves in the face of challenges, and the programs, projects and policies designed to address challenges and support people’s empowerment.

Alternative development is a term used to encompass a set of approaches that emphasize support for local initiatives, social justice and democracy, autonomy and self-reliance for the poor and the marginalized, capacity- and asset-building, and empowerment of the poor and other groups that have been historically excluded from full rights and benefits of citizenship. Alternative development approaches advocate social responsibility on the part of corporations, governments, and development organizations and these approaches support empowerment, autonomy and self-determination for people at the grassroots and support the programs and organizations that support the poor and disenfranchised. Alternative development also advocates cross-border alliances among citizens (for example, consumer-producer alliances such as fair trade campaigns) and the implementation of laws and agreements that support people’s right to have a say in the implementation (or not) of policies and projects that affect their ecosystems, their livelihoods—their very survival.

“Developing” or “less developed” societies are defined as countries with low per capita incomes and widespread poverty. They are likely to have high debt burdens; economies that are agrarian–based on the export of raw materials, or under the control of multinational corporate interests; and a small internal elite. They are often subject to corrupt governments, repression of citizens, and have international connections. Their labor forces typically show high levels of self-employment, subsistence work, and exploitive labor conditions. Many of these countries rate low on international indicators of social welfare and social justice. In some cases, citizens are subjected to life-threatening conflict and violence, which in turn contributes to flight and refugee crises. Most such “developing societies” are located in Africa,
Asia, Latin America, and the Middle East. However, some areas and/or ethnic groups in Europe and North America would qualify (Bosnia, Albania, Romania, Native American reservations, Appalachia, etc.).

"Social groups" is a sociological term that refers to people that are identified by some shared characteristic that influences their rights, opportunities, and experiences of rights or discrimination. Social group characteristics can include gender, age, ethnicity/race, class, religion, occupation, place of residence, nationality, or another characteristic.

Although the course focuses on social groups and development/globalization, we also include a focus on contemporary issues (i.e., poverty, control over resources, food security, ethnic violence, refugees, etc.) and proposed solutions (policies, programs, citizen organizing, empowerment, etc.) as a means to understand the options, struggles, and worldviews of members of specific social groups.

**Specific Objectives:** When students complete this course, they should have a basic understanding of

a. some major issues that confront people in developing societies,

b. actions people are taking to solve their problems,

c. some issues that connect people in developing societies with people in the U.S.,

d. differences between top-down ("mainstream") and bottom-up ("alternative") approaches to development.

By the time students complete this course, they also should have acquired critical thinking skills that will help them move from descriptive and superficial analyses to a deeper understanding and analysis of specific issues.

**Grading and Course Requirements:**

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<th>Component</th>
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<td>Attendance, participation &amp; homework</td>
<td>14%</td>
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<tr>
<td>Research paper</td>
<td>16%</td>
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<tr>
<td>Group presentation</td>
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<tr>
<td>Midterm exam 1</td>
<td>18%</td>
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<td>Midterm exam 2</td>
<td>18%</td>
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<tr>
<td>Final exam (not cumulative)</td>
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**Required Readings/videos:** You may be able to find cheap copies of the book below at used bookstores or on the internet. However, copies also will be on reserve at the Main Library and the FAES Library:

Katie Smith. *The Human Farm*. 1994. (it is short and an easy read)

Other required readings include journal articles and book chapters that either are posted on the course’s Carmen site or that can be accessed at an online journal site (through the OSU Library) or on the internet.

We will use several films/videos as texts. A few will be viewed in class, some streamed through OSU’s Media Library and some are available through youtube, vimeo or other internet streaming sites. I will provide details and a viewing guide for longer films. We will discuss these films in class.

**Participation:** You start out with an A. It is up to you to keep it. Participation includes attending class and actively participating in in-class workshops and discussions and includes preparing your comments on course topics/issues through homework assignments. Note: I use a seating chart to help identify students (match faces to names) and to record participation and attendance. Remember, in-class participation and homework assignments are 20% of your grade—the same level of importance as each exam and your research paper. If you need to be absent and know this ahead of time, please let me know. If you are out because you are ill or have a family emergency, please let me know what is going on so that I can help you catch up and provide support during a difficult time.

**Homework Assignments:** Each student should plan on submitting a total of 6 homework assignments (“HW” on the syllabus) over the semester with two due before Midterm exam 1, two due after Midterm exam 1 and before Midterm exam 2, and the final two are due after Midterm exam 2 and before the last day of class (2+2+2=6). There are 9 homework assignment options, so you can choose the 6 you want to do as long as you hand in 2 HW assignments in each “period” specified above. Each HW must be handed in on the date for which it is assigned because assignments are meant to help
you prepare to participate in class discussion that day. They also count toward your participation grade. Normally, late assignments will not be accepted.

HW assignments should be a **typed or word-processed** statement of about 200-220 words and **printed out on paper** (please *do not hand write the HW and do not email it unless* you have received prior permission from the instructor). You hand it in at the end of class on the day for which it is assigned. Each assignment will be graded (U, S-, S, S+) and handed back to you, often with comments. Doing 6 out of 9 assignments provides you with considerable freedom for budgeting your time demands and selecting topics. You also have the option of handing in more than 6 assignments for extra credit if you so choose; the extras should be handed in on the “due date” indicated on the syllabus for each topic.

**Exams:** There will be 3 exams. The exam format is a mix of multiple choice, short answer, and short essay. The First Midterm Exam covers weeks 1-5. The Second Midterm Exam covers weeks 6-10. The Final Exam covers weeks 11-14. The exams are NOT cumulative. Key material from early weeks will be used for later exams only if they are covered again in class during later weeks.

**Group presentations:** Students will select two topics to research and present on Week 14. Each student will volunteer to participate in one of the topics (and I will try to help balance number of members in each group). Each group of students will be responsible for researching and presenting the topic that they have chosen to work on. I will provide guidance and can help brainstorm on ideas for sources. However, recent experiences have shown me that students working in groups usually come up with excellent sources and these presentations have been polished and well researched. Note: members of each group will evaluate the fairness of individual members’ participation in researching the topic and formulating the content of the presentation (i.e., powerpoint or alternative presentation). All group members should play a role in research and participate in the presentation. I will take these roles into account for grading and may consult group members on fairness of participation and any problems that may have arisen during research and for organizing and participating in the presentation.

**Research paper:** The paper should be about **1100-1200 words** not counting references. Give your paper a title and make your objective or argument clear in the opening paragraph. Give the word count for the text at the end of the paper (do not include references in the word count). Following these instructions should guarantee an appropriate space for thoughtful analysis and will help assure that all papers have equivalent breadth and depth.) **The paper is due on the last day of class** and we will discuss them during class. Your paper will be graded on appropriateness of topic, insightfulness, understanding of and ability to use course ideas, and clarity of your discussion. Correct spelling and grammar are a must. You also must cite sources of your ideas if inspired by the work of others; exact words borrowed from others should appear in quotation marks.

**Topic:** Choose a social group whose struggle you want to write about or a development issue for which you want to explore human and/or environmental dimensions. You may use information from internet sources, magazine or news articles, books, journal articles, and videos; each source you use should appear on your list of references. **Do not use the exact same case studies that we discuss in this course.** Explain your chosen group’s struggle including the origin of their problem, strategies they use, repression they face, and comment on how they have or have not been able to improve livelihoods, expand choices under their control, participate in NGO or other projects, are subjected to exploitation by others, and/or influence policies that affect them. Alternatively, if you choose an issue/problem for your paper, clearly identify the problem, its causes, which social groups are affected, what needs to happen in order for people to be empowered to cope or mitigate the problem, etc. Your paper topic should be clearly explained and include analysis beyond mere description. (Hint: analysis can focus on causes of problems, goals or strategies to cope with or mitigate the problem, reasons for outcomes, the involvement of specific social groups, etc.) For your analysis you are encouraged to use concepts we have discussed in class but you are not required to do so (this could be an opportunity to show your skill in applying course concepts).

**Attendance Policies:** In principle, the policy is NO make-up exams. But life happens. So, under unusual or pressing circumstances (a verifiable emergency, a documented and unresolvable need to be absent that day), a make-up exam for a missed exam will be scheduled at the instructors’ convenience and will NOT use the same questions as the original exam; **makeup exams are usually essay format primarily.**
I keep track of attendance by way of a seating chart. Students are responsible for notifying me of any emergency as it arises (e.g., email me ASAP) so that I can work with you to make up a missed class. Note: a friend may send an email on your behalf if you are unable to, but you should bring in written, verifiable proof of your emergency to qualify for a make-up exam or to hand in a late assignment. Note: if you miss a class, you should get notes from a fellow student (you might want to choose someone who is doing well in the course).

**Every student gets 1 “free” absence; choose wisely.** However, if you choose to miss several classes without a valid and verifiable excuse, you risk a commensurate reduction in your participation grade (which is 20% of your final grade).

**Absences due to field trips, conferences, sports or club activities:** If a professor in another course, a sports coach, or an advisor for a club or group assigns activities during our class time this places you in an awkward position. Each faculty person, advisor or coach should respect student obligations in courses. However, if absence is inevitable, then speak to me beforehand and bring verification of the trip or event so that I can give you an excused absence. Or, if you have no other absences, you may use one such absence as your “freebie.”

**Laptops, tablets, and cell phone policies:** You are free to use laptops and tablets in class as long as you do so ONLY to consult course materials or look up information relevant to our class topics. Cell phones always should be turned off during class. If you need to use your cell phone because of an urgent situation, please leave the room to do so. That includes making calls OR texting. Cell phones, laptops and tablets should not be used during class to check email, watch videos, or for other recreational purposes. No ear plugs to listen to music or videos are allowed either. All these are distracting to those around you and to the person who is teaching or giving a guest lecture. Note: I have grandchildren your age and it is easy for me to figure out who is texting or viewing youtube or on Facebook, Twitter, etc. because your facial expressions change (i.e., eyes focused downward and the corners of your mouths “smile”- krinkle, turn up) when using social media. I may stop whatever discussion is underway until the silence gets your attention, or I may call on you by name in order to get your attention. Both can be embarrassing to you and to me so please respect these policies.

**Any cheating on exams or plagiarism on written assignments will result in referral to the proper university authorities--no exceptions. The university policy is to give a student a failing grade in the course if plagiarism or cheating is confirmed.**

Any student who has special needs should let me know as soon as possible & should contact Disability Services. I will work with you & Disability Services to accommodate your needs in the classroom, for taking exams, and for course assignments.

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**COURSE SCHEDULE**

@ indicates that you will find reading materials and handouts on our course Carmen Canvas site  
ML indicates that a film can be viewed through the Media Library site  
Journal readings not posted to Carmen can be accessed through the OSU Libraries’ Online Journal service

<table>
<thead>
<tr>
<th>Week 1: Introduction: Beyond “those poor people in those backward countries”</th>
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<tr>
<td>Tues 8-20</td>
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<td>Thurs 8-22</td>
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Assigned reading:
Vandermoortele, Jan. “The MDG story: Intention denied.” Development and Change 42, 1, 2011:1-21. [by one of the “architects” of the MDGs, now turned “critic”: focus on what he says about the original intent of the MDGs and why/how they got lost along the way]

Go to the webpage of the MDGs. http://www.undp.org/content/undp/en/home/sdgoverview/mdg_goals.html We will discuss some issues with the goals and measures of success in class. I will provide an overview of Vandermoortele’s concerns and an overview of the SDGs in class (using info from the optional Deacon article)

Want more? (Optional)


HOMEWORK ASSIGNMENT Option 1: Choose one MDG; look at the measures of success. Why do you think that these measures were chosen and not others? Bring your printed HW to class for discussion on Thursday and hand it in at the end. Do not send by email.

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Week 2: Poverty as a Development Problem & Development -- “Project”? “Right”? “Other?”

Tues 8-27 For the people in the so-called “developing” or “less developed” societies, top problems are: poverty, inequality, conflict, exploitation, environmental degradation, and lack of opportunities (not necessarily in that order)

Assigned Readings:
"Worlds Apart" @ [a classic comparison of farmers’ conditions in 2 different countries] 1 pg.

Thurs 8-29 “Development as an international or national project” (the original top-down, “modernization” approach of most governments and development agencies-i.e., USAID) vs the more “people-centered approach” taken by NGOs and an increasing number of communities

Assigned Readings:
Slim, Hugo. “What is development?” Development in Practice 5, 2, May 1995: 143-148. (how Slim defines development as a result of his experience working with NGOs and communities)
McMichael, Philip. “Instituting the development project.” Pp. 25-54 in Philip McMichael. Development and Social Change. 4th edition. Pine Forge Press, 2008. @ (scan this to get a sense of how governments and economists have defined development as national projects, especially for economic and infrastructural changes, or more recently as globalization)
Week 3: More Contemporary Approaches to Development:
“Globalization” vs “Alternative Development”

Tues 9-3  
Globalization and neoliberalism

FILM: “Geraldo Offline” (2008; 22 min) We will view this in class. A film about the economic crisis in Brazil, its link to the Asian financial crisis and Russia, its role in elections, and its impact on people like Geraldo, a Ford worker in Brazil. Film does a good job of explaining the origin of the global crisis that impacted many countries and corporations around the world and how this type of crisis is experienced by people “at the bottom of the system”
https://www.youtube.com/watch?v=O2k7D8bFe7g&t=12s


Want more?
“Geraldo’s Brazil” (2012; 25 min./ view outside of class) http://www.youtube.com/watch?v=l8eREjIVUJo An update on Geraldo’s situation in 2012 and Brazil’s situation during that recovery period

Thurs 9-5  
Dimensions/concepts of alternative development and rights-based approaches to development

Assigned Readings (we will focus on these in class):
Burkey, Stan. "What is development?" Pp. 30-39 in People First: A Guide. Zed Books, 1993. @ (his model was developed through his work with Ugandan rural development workers & later applied to other settings--including rural US)
Rowlands, Jo. “Empowerment examined.” Pp. 86-92 in Deborah Eade, ed. Development and Social Diversity. Oxfam, 1996.@ (focus on varieties of forms/types of power and empowerment) “Handout” on Paulo Freire [we will return to Freire’s pedagogical technique for achieving empowerment at different points in the course when we look at actual people-centered approaches and projects] @
We may want to include ideas from Slim from last week for this week’s discussion

Table 12.1 The potential and pitfalls of rights-based approaches to development. Pp. 211-212 in Sam Hickey and Diana Mitlin, eds. Rights-Based Approaches to Development. Kumarian Press, 2009. @
**HOMEWORK ASSIGNMENT Option 2:** Do you agree that “human/personal development” should be the base of Burkey’s model? Why or why not? Bring your HW to class for discussion and hand it in at the end. Do not send by email.

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**Week 4: Examples of “Alternative Development”**

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<th>Date</th>
<th>Activity</th>
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<tr>
<td>Tues 9-10</td>
<td>Partnerships for development and environmental sustainability</td>
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<tr>
<td>Note</td>
<td>review our concepts on grassroots and alternative development from last week</td>
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<tr>
<td>FILM:</td>
<td>“Water of Ayolé” (27 min., view in class) <a href="http://vimeo.com/6281949">http://vimeo.com/6281949</a> s</td>
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<tr>
<td>A viewing guide is posted to Carmen that you can print and bring to class @</td>
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<td>“Lessons Learned “ Pp. 88-93 in Marilyn Carr, ed. The Barefoot Book: Economically Appropriate Services for the Rural Poor. Intermediate Technology Pubs., 1989. @</td>
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<td>Watch Bunker Roy’s 18 minute TED talk on the “Barefoot College” and its programs: <a href="https://www.ted.com/talks/bunker_roy">https://www.ted.com/talks/bunker_roy</a></td>
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**HOMEWORK ASSIGNMENT Option 3:** What do you think are the pros and cons of small, focused projects vs Burkey’s more comprehensive model? Bring your printed HW to class and hand it in at the end. Do not send by email.

| Thur 9-12 | Time to stop, breathe and discuss: Review of competing approaches to development & key concepts. Discuss and vote on possible topics for Week 14 (group presentation topics); select participants for each topic (could be done by email).  |
| Note: | Study guide for Midterm 1 posted to Carmen by today. |

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**Week 5: Revisiting Mainstream Development, Globalization, and Alternative, People-Centered Development – A Review**

**Midterm Exam 1**

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<tr>
<td>Tues 9-17</td>
<td>Another opportunity to review mainstream development, globalization, alternative and rights-based development. <a href="#">Discuss the exam and the study guide for Midterm 1</a></td>
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<td>Thurs 9-19</td>
<td>Midterm Exam 1</td>
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**Week 6: Global Food Production; Issues of Food Security**

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<tr>
<td>Tues 9-24</td>
<td>Food security, hunger, and the right to food: A critique of international agribusiness</td>
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**Assigned film:** “*Hungry for Profit*” (view before class through the Media Library) (dates from late 1980s, focuses on impact of agribusiness in 8 countries; a classic analysis whose issues are still relevant today though not always in the same countries. 1 hour, 30 min.) Note: the media library may send you to a free link that they also use. They did this last year even though I gave them 2 copies of the film years ago. Use viewing guide posted on Carmen; take notes on the film and organize your ideas for our class discussion of cases and issues @

**Assigned Readings:**

**Thurs 9-26** Continued discussion of issues depicted in the film and then we will focus on approaches to defending food security, food justice and food sovereignty (from our assigned reading today)


Barry, Tom. “Food security: Obstacles and solutions.” Pp. 155-177 in *Roots of Rebellion*. South End Press, 1987. (22 pp.) A classic analysis from Nicaragua in the 1980s on structural issues that surprisingly are still problems relevant today in many of the poorest countries. @

**HOMEWORK ASSIGNMENT Option 4:** What is the relationship between food security, food justice, and food sovereignty? Is one more important than the other? Why or why not? Bring your comments to class for discussion and hand them in at the end. Do not send by email.

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**Week 7: Food Sovereignty and Food Justice**

**Tues 10-1** LVC-La Via Campesina, example of a world-wide food sovereignty movement (and a rights-based movement) that also focuses on protecting the environment

*Note:* To prepare for discussion, focus on who the members of LVC are, what their strategies are, and what they want (Note that US-based, European farmers and farmers from wealthier countries are members too, not just poor farmers in poor countries)

We also can bring into our discussion of food justice and sovereignty cases from the *Hungry for Profit* film.

**Assigned video:** View this film before class: *La Via Campesina in Movement... Food Sovereignty now!* (20 min) http://vimeo.com/27473286


**Thurs 10-3** Land Grabs vs. Land Rights

**Assigned readings:** TBA
Week 8: Disability and Development

Tues 10-8  Disability and development (with short video during class)

Foley, Dermot and Jahan Chowdhury. “Poverty, social exclusion and the Politics of Disability: Care as a social good and the expenditure of social capital in Chuaonga, Bangladesh.” Social Policy & Administration 41, 4, 2007: 372-385.@

HOMEWORK ASSIGNMENT Option 5: How might a country’s particular features (i.e., religion, cultural practices, rural vs urban setting) require innovative approaches to disability services and to local development? Bring your comments to class for discussion and hand them in at the end. Do not send by email.

Thurs 10-10  Fall Break – no class

Week 9: The Human Farm – a farmer-to-farmer approach for capacity-building, empowerment, and food security in Central America

Tues 10-15  A focus on the importance of alternative extension approaches and “natural” farming techniques that have been built for impoverished and illiterate peasants in vulnerable ecosystems. The farmer-to-farmer method focuses on food security and on environmental management for sustainable agriculture & grassroots community development. Be ready to discuss the Human Farm book (use the reading guide posted to Carmen to organize your thoughts)

Assigned Reading for both days: The Human Farm book (Note: you might want to take another a look at Burkey’s “model” for bottom-up development too and consider its relevance to the human farming method)

HOMEWORK ASSIGNMENT Option 6: Which aspects of the farmer-to-farmer method seem most important and which seem problematic? Bring your comments to class for discussion and hand them in at the end. Do not send by email.

Thurs 10-17  Continued discussion of The Human Farm (with updates). What features of the method have led to its great success?

Assigned Reading:

Note: EXAM GUIDE for Midterm 2 WILL BE POSTED over the weekend

Week 10: Haitian peasants organize to empower themselves

Tues 10-22  Peasant empowerment & democratization in rural Haiti (peasants organizing)
**FILM:** “This Other Haiti” (view before class at Media Library site) 58 min.
We will discuss the film and analyze peasant organizing (for food & income security; for ecological restoration; for rights and democracy building) in class. Note: the film ends just before the overthrow of President Aristede circa 1993 followed by a long list of short-term “presidents”. However, peasant movements have continued to grow and what you see in the film in terms of how peasants seek to empower themselves and gain greater control over the livelihood and their rights as citizens are still relevant today. See “want more?” items below.

Use viewing guide posted to Carmen to take notes on the film

**Review relevant concepts from:** Paulo Freire, Jo Rowlands, Burkey’s model of alternative development; all will be relevant to understanding and discussing the peasants in the film


**Want more?**
Website of the *Mouvman Peyizan Papay* (movement seen in the film) [https://www.mpphaiti.org/Missions.61.html](https://www.mpphaiti.org/Missions.61.html)
Youtbe video: “Fondwa, Haiti Planting Seeds of Hope” (this is a group like MPP that works in a different region of Haiti) 2012. 15 min. [https://www.youtube.com/watch?v=LF3cdwJ-4K0](https://www.youtube.com/watch?v=LF3cdwJ-4K0)


**We can discuss any questions you have about Midterm 2 today** (covers weeks 6-10)

**Thurs 10-24** Midterm Exam 2

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**Week 11: Alternative Approaches to Women’s Empowerment (grassroots)**

**Tues 10-29** Context-specific, participatory approaches to women’s empowerment [from the grassroots]

**Assigned reading:**

**Thurs 10-31** The Utteran (and Oxfam) approach in Bangladesh
A viewing guide will be posted to Carmen that you can use for notetaking

**FILM:** Utteran, a program to empower women in Bangladesh with microcredit and consciousness raising groups.
We will try to view the video “Community” in class. 23 min.
In case we have difficulty bringing it up in class or you miss it, you can find it at OSU’s secured media library listed as “Community” [https://drm.osu.edu/media/Media/Play/4300?format=Standard](https://drm.osu.edu/media/Media/Play/4300?format=Standard)
Or on youtube in 3 sections:
“Community” Part 1 [https://www.youtube.com/watch?v=3faxLrFYMeI](https://www.youtube.com/watch?v=3faxLrFYMeI)
“Community” Part 2 [https://www.youtube.com/watch?v=e_SvAiOD0d0](https://www.youtube.com/watch?v=e_SvAiOD0d0)
“Community” Part 3 [https://www.youtube.com/watch?v=4TM0DnoMzTo](https://www.youtube.com/watch?v=4TM0DnoMzTo)
**HOMEWORK ASSIGNMENT Option 7:** Do you think that grassroots approaches focused on women’s consciousness raising and organizing are sufficient to empower women or are government policies or special programs needed? **Bring your comments to class for discussion and hand them in at the end. Do not send by email.**

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**Week 12: Successful Practical Development Projects: Sanitation & Microcredit**

**Tues 11-5**  
Capacity building, action research, and taking care of shit

**Assigned Reading:**  
P. Bongartz, et al. “Tales of shit: Community-led total sanitation in Africa—an Overview.” Chapter 1 (pp. 27-50) in *Participatory Learning and Action* 61 published by International Institute for Environment and Development/IIED, 2010. You will find the article here:  
[https://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/media/Overview.pdf](https://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/media/Overview.pdf)

**Video**  
[http://www.youtube.com/watch?v=TnRPsUwCT30](http://www.youtube.com/watch?v=TnRPsUwCT30) (it is 7 min. so we will view it in class)


**HOMEWORK ASSIGNMENT Option 8:** The method used in “Tales of shit” has been both applauded and criticized. What do you think about it? **Bring your comments to class for discussion and hand them in at the end. Do not send by email.**

**Thurs 11-7**  
A popular anti-poverty approach around the world: But, is microcredit the answer to poverty? A discussion of types of businesses and the problems that remain, especially for women.

**Assigned Readings:**  

Thomas, Rebecca and Jill Witmer Sinha. “A critical look at microfinance and NGOs in regard to poverty reduction for women.” *Social Development Issues* 32, 2, 2009:30-42.

Handout posted on Carmen on pros and cons of “informal” economic activities @

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**Week 13: An Urgent Environmental & Human Rights Issue: Water**

**Tues 11-12**  
Plachimada Village (Kerala, India) vs. Hindustan Coca Cola

**Read before class:**  
Several news items on the village of Plachimada and the case against Hindustan Coca-Cola will be posted to Carmen. I will discuss the Plachimada case in class.

**Optional:**  
Should water be managed as a human right? A collective resource? A commodity? We will have an in-class discussion on these alternatives.

**Assigned Reading:** Bakker, Karen. “The ‘commons’ versus the ‘commodity’: Alter-globalization, anti-privatization and the human right to water in the global South.” *Antipode* 39, 3, 2007:430-455. **Focus especially on** her discussion of the common resources management approach and her ideas regarding how to combine approaches rather than choosing one approach only.


**HOMEWORK ASSIGNMENT Option 9:** Explain your position regarding how to manage water from Bakker’s options. Which management method do you support and why? **Bring your comments to class for discussion and hand them in at the end. Do not send by email.**

We can discuss any final questions regarding research papers or group presentations today.

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**Week 14: Group Presentations on Class Choice Topics**

**Topics to be announced**

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**Tues 11-19**

Group 1

**Thurs 11-21**

Group 2

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**Week 15: Nov 26 & 28: Thanksgiving week. No class this week.**

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**Week 16: Research paper discussion & Study guide for Final Exam**

**HAND IN your paper at the end of class**

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**Tues 12-3**

Last day of Class. Study guide for final will be posted to Carmen before today.
We will go over the study guide for the final exam and I will answer questions about the exam. Class members also will have a chance to share information on the paper topics/issues/social groups that they chose to research for their final papers.

We also can schedule study sessions for Wednesday and/or Thursday.

**FINAL EXAM:** in our classroom Dec 6 from 4-5:45 pm. ... You may bring 1 letter size sheet of paper with handwritten notes front and back.