RS 3580 SOCIAL GROUPS IN DEVELOPING SOCIETIES
 Autumn 2015 TTh 2:20-3:40 p.m.
 102 Kottman Hall

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RS 3580 discusses different life experiences, problems, and responses of people in major social groups in “developing” societies. It fulfills a GE in Global Studies/Diversity. Upon completion of the course, students will “understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.” Students will “recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”

General Objectives: The main focus of this course is on how rural people around the world are struggling to construct sustainable, people-centered, “alternative development” in the face of enormous challenges. Challenges include a globalization process that originates in the so-called “developed” or “industrialized” countries and that deprives local people of control over livelihoods and productive resources. Challenges also originate in national policies, international “development” priorities, corruption, and historical structures of inequality that deprive people of choices. Alternative development is a set of approaches that emphasize local initiatives, social justice and democracy, autonomy and self reliance, capacity and asset building and empowerment of the poor. Alternative development approaches also advocate social responsibility (corporate, governmental, development agencies) in processes of top-down economic development strategies and globalization, and have expanded to include cross border alliances among citizens, including consumer-producer alliances such as fair trade campaigns. Each of these approaches are included in this course.

"Developing societies" are defined as countries with low per capita incomes and widespread poverty. They are likely to have high debt burdens; economies that are highly agrarian, based on the export of raw materials, or under the control of multinational corporate interests and of a small internal elite allied with international interests; labor forces with high levels of self employment, subsistence work, and exploitive work conditions; and low scores on national indicators of social welfare.

"Social groups" are defined by some shared characteristic, which can include gender, age, ethnicity, race, class, religion, occupation, place of residence, nationality, etc. Most developing societies are located in Africa, Asia, Latin America, and the Middle East. However, some areas of the former communist block countries and North America would qualify (Bosnia, Albania, Romania, Native American reservations, Appalachia).

Although the course is about social groups, we will use a focus on issues (i.e., poverty, control over resources, food security, violence, globalization, etc.) as a means to understand the struggles and worldview of specific social groups and their alternative development strategies.

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

**Grading and Course Requirements:**
- In-class participation & homework assignments: 20%
- Essay/short paper: 20%
- Midterm exam 1: 20%
- Midterm exam 2: 20%
- Final exam: 20%

**Required Readings:** You should be able to find cheap copies on the internet (I checked and there are plenty of used copies available). Copies also will be on reserve in the FAES Library:
  - B. Le Breton. *Voices from the Amazon*. 1993. (2 copies on reserve)

Other required readings are journal articles and book chapters that either are posted on the course’s Carmen site on the “Content” page (primarily book chapters) or can be accessed directly at an online journal site (through the Library) or on the internet (articles). We will use several films as texts; some will be viewed in class, some streamed through the media library to be viewed in or outside class, and some available through YouTube or other internet sites. Additional *optional* materials also can be accessed through one or more of these sources. I will indicate which in the syllabus or on Carmen.

**Participation:** You start out with an A. It is up to you to keep it. Participation includes attendance, in-class workshops and discussions, and homework assignments. Note: the instructor reserves the right to call on students randomly to facilitate fairness in participation in class discussion. A seating chart will be prepared to help identify students and to record participation and attendance. Participation and homework assignments are 20% of your grade—the same level of importance as each exam and the paper.

**Homework Assignments:** Each student should plan on submitting a total of 6 homework assignments (HW on the syllabus) over the semester with 2 due before Midterm exam 1, 2 due before Midterm exam 2, and the final 2 due before the last day of class (2+2+2=6). There are 9 homework assignment *options* identified for specific class dates throughout the syllabus (3 for each exam period), so you can choose which 6 you want to do as long as you hand in 2 HW assignments in each exam period (the weeks preceding an exam and/or between exams); each HW must be handed in *on the date for which it is assigned*. You should prepare a statement of about 250-350 words and type and print it out (not hand written or emailed) and hand it in after the class on which it is due. (Under extraordinary circumstances, a student may petition to hand it in through another option; this should be notified PRIOR TO the due date.) Each statement will prepare you to participate in that day’s in-class discussion and you will 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. *No credit can be given for a HW assignment that is handwritten or handed in after the class date for which it was assigned.* Doing 6 out of 9 provides you with considerable freedom for budgeting your time demands while fulfilling the requirements.

**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 6-9. The final exam covers weeks 10-16. The second and final exams are NOT cumulative. Key material from early weeks will be used for later exams only if they are covered again in class during the period covered by a specific exam.

**The Essay:** The essay should be about 1200 words. Give your essay a title and make your objective or argument clear in the opening paragraph. *Give the word count (excluding references) at the end of the paper.* (Following these instructions will guarantee an appropriate space for thoughtful analysis and will help assure
that all student essays have equivalent breadth and depth.) **The essay is due on the last day of class and you will have an opportunity to discuss your topic** after our review for the final exam that day. You will be graded on appropriateness of topic, insightfulness, understanding of and ability to use course concepts, and clarity of your discussion. Correct spelling and grammar are a must. You must cite sources of your ideas and words borrowed from others should appear in quotation marks.

**Topic:** Choose a social group whose struggle you want to write about or a social-environmental issue you want to explore. You can identify your topic and get information from internet sources, magazine or news articles, books or journal articles, or films; each source you use should appear on your list of references. Do not use the exact same case studies that we discussed in this course unless you want to update a particular group’s situation or update a particular social or environmental issue beyond what we covered in the course. Explain your chosen group’s struggle—the origin of their problem, strategies they use, repression they face, and comment on how they have or have not been able to leverage improved livelihoods, expand choices under their control, or influence policies that affect them. Alternatively, if you choose an issue/problem for your essay, identify the problem, its causes, how it affects humans, what needs to happen to empower people in order to cope or mitigate the problem, etc. Your essay topic should be clearly explained and include analysis beyond mere description. (Hint: analysis of causes of problems, of goals or strategies, of reasons for outcomes, etc.) For your analysis feel free to use concepts we have discussed in class (an opportunity to show your skill in using concepts and authors’ ideas).

**Policies:** In principle, the policy is NO make-up exams. But life happens. So, under extraordinary 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 instructor's convenience and will NOT use the same questions as the original exam; makeup exams are usually essay format only.

Students are responsible for notifying the instructor of any emergency as it arises (e.g., email me before or at the time of the exam or before missing a class). Note: a friend may send an email for you, but you must bring in written and verifiable proof of the emergency to qualify for a make-up exam or to hand in assignments late. If you miss a class, it is your responsibility to get notes from a fellow student.

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

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

@ indicates material is on our course Carmen site’s Content page.

Week 1: Introduction: Beyond “those poor people in those backward countries”

Tues 8-25  Introduction to the course and to “alternative development” (from the bottom up)


Assigned Video (watch before class): An example of the most successful programs: training barefoot solar engineers, night schools for working children & related programs, 8:34 min. See film here http://www.pbs.org/wnet/religionandethics/2009/03/13/march-13-2009-barefoot-college-in-india/311/

Want to know more about the work of the award-winning Barefoot College?
Watch Bunker Roy’s 19 minute TED talk on the “Barefoot College” and its programs: https://www.ted.com/talks/bunker_roy
More on night schools for working children, also referred to as “solar bridge schools” (print + photos) http://www.barefootcollege.org/solutions/education-solutions/night-schools/

Thurs 8-27  Millennium Development Goals – one view of “development from the top down”

In 2015, the United Nations brought to an end the Millennium Development Goals (MDGs) and announced a proposal for “new” Sustainable Development Goals (SDGs) which they hope countries will sign onto as many did with the MDGs. Today we will discuss the MDGs and their results.

Go to the UN Site for the MDGs http://www.un.org/millenniumgoals/ (lots of info on the goals, implementation, progress made, number of countries who signed on to each goal, etc.) OR http://www.un.org/millenniumgoals/reports.shtml (annual reports on each of the Millennium Development Goals). Look the goals over (the problem, the measurable objectives, strategies to achieve, etc.) and choose 1 or 2 to focus on. Be ready to discuss the goals that you researched in class. Think about the following questions: Why do you think these goals were selected and not others that may be more critical (to human survival, health, the planet, etc.)? Which goals are considered (per the UN site) successful (achieved or came close to achieving goals); which seem to have failed (did not come close to achieving goals)? Any ideas about why some goals may have been more likely than other goals to be adopted and implemented by more countries than others were? Why some may have had a higher likelihood of success or failure? Note: One thing to think about is can problems and solutions be influenced/changed and, if so, by whom and with what costs?

HOMEWORK ASSIGNMENT Option 1: Answer 1 or 2 of the above questions. Bring your HW to class for discussion and hand it in at the end. Do not send by email.

Assigned reading (by one of the “architects” of the MDGs, now turned “critic”): Vandemoortele, Jan. “The MDG story: Intention denied.” Development and Change 42, 1, 2011:1-21. [focus on what he says about the original intent of the MDGs getting lost along the way]
Week 2: Development and Poverty

Tues 9-1  Social problems in developing societies: #1 is poverty

Assigned Readings: "Worlds Apart" @

Thurs 9-3  “Development as an international project” (the top-down, mainstream focus on ECONOMIC development)

Assigned Readings: McMichael, Philip. Chapter 1 from Development and Social Change. Pine Forge Press, 2004. @  NOTE: read this chapter to get a sense of how development was conceptualized and implemented as a post WW2 policy goal and how it has changed over time.
Burkey, Stan. "What is development?" Pp. 26-30 (top paragraph on 30 only) in People First: A Guide. Zed Books, 1993. (these pages will give you an intro to competing theoretical and political paradigms in thinking about “development” versus “domination” @
UNDP. “Forty Years of Development.” United Nations, 1989. Skim it to get a sense of how global institutions approached development and what shifts took place over time @

Handout: development timeline and priorities @ and will be handed out in class

Want more? McMichael update: “The development project: International framework” (simpler discussion of international policies/programs including focus on food aid) Pp. 54-79 in 2012 edition of book. @

Week 3: From Development to Globalization &
From Development & Globalization to Alternative Development

Tues 9-8  Globalization and neoliberal economics

FILM: “Geraldo’s Brazil” (view in class) http://www.youtube.com/watch?v=l8eREjIVUJo


Thurs 9-10  Alternative development (different dimensions from diverse sources)

These are foundational readings that we will refer to throughout the semester:

Handout on Paulo Freire (important to read before class, may be helpful to print and bring to class)

**HOMEWORK ASSIGNMENT Option 2:** Why do you think that “human/personal development” is the base of Burkey’s model? Do you agree? Why/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: Focus on Alternative Development  
(grassroots/bottom up/people-centered)

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**Tues 9-15** Barefoot Projects: Capacity-building & partnerships

**FILM:** “Water of Ayolé” (view in class) [http://vimeo.com/6281949](http://vimeo.com/6281949)
A viewing guide will be provided in class


“Lessons Learned” Pp. 88-93 in Marilyn Carr, ed. *The Barefoot Book: Economically Appropriate Services for the Rural Poor.* Intermediate Technology Publs., 1989. [this is the same Bunker Roy who heads the Barefoot College in India]

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**Thur 9-17** Another anti-poverty approach focusing on the grassroots: Microcredit and entrepreneurship

**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** on pros and cons of “informal” economic activities (print and bring to class)


**HOMEWORK ASSIGNMENT Option 3:** On the internet, search for information on microcredit/microfinance programs that promote small businesses for the poor. What claims are made by the programs you find regarding their ability to end poverty? Which claims seem realistic and which seem overstated? **Bring your HW to class for discussion and hand it in at the end. Do not send by email.**
Week 5: Revisiting Mainstream Development, Globalization, and Alternative, People-Centered Development – A discussion

**Midterm Exam 1**

**Tues 9-22** Time to stop, breathe and discuss: Mainstream development, globalization, and alternative development. Discuss study guide for exam.

**Thurs 9-24** Midterm Exam 1

**Weeks 6-7-8: Food Security and Food Sovereignty**

**Tues 9-29** Food security, hunger, and globalization

**FILM:** “Hungry for Profit” (view first 2/3 in class)

Viewing guide will be provided in class

**Assigned Reading:**

**Thurs 10-1** Continued

**FILM:** "Hungry for Profit" (finish viewing and discuss)


**Tues 10-6** Obstacles and possible solutions to food security

**Assigned Readings:** Barry, Tom. “Food security: Obstacles and solutions.” Pp. 155-177 in Roots of Rebellion. South End Press, 1987. (22 pp.) A classic analysis from the 1980s on issues that are relevant today in many parts of the world. [®]


**HOMEWORK ASSIGNMENT Option 4:** What is the difference between food security and food sovereignty? Why might both be needed to guarantee citizen choice and access to food? Bring your comments to class for discussion and hand them in at the end. Do not send by email.

**Want more?**
Thurs 10-8  La Via Campesina, example of a world-wide food sovereignty movement


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

**HOMEWORK ASSIGNMENT Option 5:** In the film, you see great heterogeneity in the types of people who are its members. Basing your ideas on both the article and the film, what do you think is LVC’s greatest strength and what is its greatest weakness as a movement? **Bring your comments to class for discussion and hand them in at the end. Do not send by email.**


Tues 10-13  Local Food Movements (citizen initiatives)

**Assigned Readings:** TBA

Thurs 10-15  Fall Break day – no class

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**Week 9: The Human Farm – a farmer-to-farmer approach for capacity-building and empowerment**

Tues 10-20  The farmer-to-farmer method & its link to food security & grassroots development

Discuss the *Human Farm* book (use the reading guide posted to Carmen; print and bring to class)

Thurs 10-22  Continued

**Assigned Reading both days:**

*The Human Farm* book


This brief article updates us on the current situation of the Loma Linda farm following Elias’ death and Hurricane Mitch’s destruction of the farm


**HOMEWORK ASSIGNMENT Option 6:** Which aspects of the farmer-to-farmer method in the book do you find the most innovative? Or the most questionable? Why? **Bring your comments to class for discussion and hand them in at the end. Do not send by email.**
Week 10: Midterm Exam 2
& Peasant organizing and empowerment

Tues 10-27
Grassroots organizing and peasant empowerment in rural Haiti

FILM: “This Other Haiti” (view in class)
A viewing guide will be provided

Assigned Readings:
Review Paulo Freire handout and Jo Rowlands’ concept of empowerment

Want more?
Website of the Mouvman Peyizan Papay (movement seen in the Other Haiti film)
http://www.mpphaiti.org/-Missions,55-.html
Youtube video: “Fondwa, Haiti Planting Seeds of Hope” (this is a group like MPP that works in a different region of Haiti) 2012. 14 min. https://www.youtube.com/watch?v=LF3cdwJ-4K0


Smith, Jennie. “The Gwoupman Peyizan.” Pp. 141-174 in her book When the Hands Are Many: Community Organization and Social Change in Rural Haiti. Cornell University Press, 2001. Smith has worked in Haiti off and on for about 10 years; this is her study of a community group like that we see in the film. @

Thurs 10-29 Midterm Exam 2 (covers weeks 6-10; a study guide will be emailed to you during Week 9 and posted to Carmen)

Week 11: A Focus on Two “Vulnerable” Social Groups

Tues 11-3 Women’s empowerment and the importance of self-help groups to combat violence

FILM: “Community” (view in class)
A viewing guide will be provided

Assigned Readings:
Review Paulo Freire handout & Rowlands on types of empowerment
**Thurs 11-5**  
Children at risk: when innocence is not an option

**Assigned Readings:**
Bernat, J. Christopher. “Children and the politics of violence in Haitian context: Statist violence, scarcity, and street child agency in Port-au-Prince.” *Critique of Anthropology* 19, 2, 1999:121-138. (focus on the programs available to the street children, the context of abuse in which they live, their empowerment, and evidence of backlash against their empowerment)

**Want more?**
Film: “Zoned for Slavery: The Child Behind the Label” (posted to our course playlist at the Media Library) Also available on youtube in 3 parts.

**HOMEWORK ASSIGNMENT Option 7:** What do you think about children’s roles as political and economic actors under circumstances of economic development, disaster, and/or political violence? **Bring your HW to class and hand it in at the end.** [you may write about the assigned articles OR the optional film “Zoned for Slavery” if you choose to watch it]

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**Tues 11-10**  
Capacity building, action research, and taking care of shit

**Assigned Reading:**

**Video** [http://www.youtube.com/watch?v=TnRPsUwCT30](http://www.youtube.com/watch?v=TnRPsUwCT30) (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 11-12** **CLASS TOPIC CHOICE.** Class members will select one of the following for this class day: 1) how are the poor in “developing” countries impacted by climate change and what are they doing about it? 2) how do “land grabs” affect poor farmers and food security in “developing” countries and what are people doing about it? Once the topic is selected, I will update the syllabus on Carmen to add assigned readings and/or videos.
**Tues 11-17**  The struggle over resources: Water wars in the US and abroad

**FILM:** “Thirst” (we will view in class)
Reading guide will be provided


**Want more?**
Hall, David, Emanuele Lobina, and Robin de la Motte. “Public resistance to privatization in water and energy.” *Development in Practice* 15, 3-4, 2005:286-

**Thur 11-19**  Should water be managed as a human right? A collective resource? A commodity? : Class discussion

**Readings:**
We will continue discussion of these options from Tuesday and will add the following for consideration:
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 on two things:** her discussion of the common resources management approach and her ideas regarding how to combine approaches rather than choosing one over others. None of our other readings include these 2 options.

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**Week 14, Nov 24 & 26: Thanksgiving week. No class this week.**
*Use Tuesday to work on your final essay/short paper*

**Week 15: Social Groups in Conflict over Territory and Livelihood:**
*The Case of the Amazon Rainforest*

**Tues 12-1**  Competing claims to the Amazon—past and present: Origins

**Assigned Readings:** *Voices from the Amazon* book
(Use the reading guide posted to Carmen and print and bring to class)

“Amazon tribe threatens to declare war amid row over Brazilian dam project.” *The Guardian* 4-3-2013
http://www.theguardian.com/environment/2013/apr/03/brazil-dam-activists-war-military

“Beef production killing the Amazon rainforest.” One Green Planet website
http://www.onegreenplanet.org/animalsandnature/beef-production-is-killing-the-amazon-rainforest/

Also, take a look at the short articles that update aspects of the situation described in the book. They are posted to our Carmen site under AMAZON UPDATE.

**Thurs 12-3**  
*Workshop:* Judging competing claims to the ecosystem: in-class discussion of economic and environmental consequences of competing groups and the legitimacy of each group’s claims.

*HOMEWORK ASSIGNMENT Option 9:* Which group do you believe contributes the most to Brazil’s economic development? Which contributes to preservation of the Amazon?  
**Bring your comments to class for discussion and hand them in at the end. Do not send by email.**

Week 16: The semester ends

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

**Tues 12-8**  
We will go over the study guide for the final exam. And class members will have a chance to share information on the essay topics/issues/social groups that they chose to research and write on.

**FINAL EXAM**: in our classroom, Friday, December 11 from 4-5:45 pm