RS 3580 SOCIAL GROUPS IN DEVELOPING SOCIETIES
Autumn 2016 TTh 2:20-3:40 p.m.
102 Kottman Hall

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Best way to reach us is by email!

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. Upon completion of the course, students will understand “some of the economic, cultural, infrastructural, socio-political, and other key aspects of selected 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: The main focus of this course is how rural people and communities around the world are working to construct sustainable, people-centered, “alternative development” in the face of tremendous challenges and pressures from corporations, governments, and elites. Challenges include a globalization process that originates in and benefits the so-called “developed” or “industrialized” countries and that is supported by international development and governance agencies (like the United Nations and the World Bank). These forces provide incentives and exert pressure to conform on the so-called “poor” and “developing countries” that pressure them to allow local people’s control over livelihoods and productive resources in order to benefit global corporations and markets through cheap labor and exclusive rights to natural resources. Some challenges also originate in national policies, poverty, corruption, and historical structures of inequality that vary across space.

Alternative development is a term used to encompass a set of approaches that emphasize local initiatives, social justice and democracy, autonomy and self-reliance (people power), capacity- and asset-building, and empowerment of the poor and other groups historically excluded from full rights of citizenship. Alternative development approaches also advocate social responsibility (by corporations, governments, and development organizations) in the promotion programs in support of top-down economic development, globalization, and social change. Those who operate within an alternative development framework tend to advocate 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 projects that affect their ecosystems and their livelihoods—their very survival.

"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 agrarian, based on the export of raw materials, or under the control of multinational corporate interests and of a small internal elite; and often subject to corrupt governments with international connections. Their labor forces often show high levels of self-employment, subsistence work, and exploitive labor conditions. Some of these countries rate low scores 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 crisis.

"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 discrimination. Characteristics can include gender, age, ethnicity, race, class, religion, occupation, place of residence, nationality, or another characteristic. 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, etc.).

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

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

**Grading and Course Requirements:**

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<td>In-class participation &amp; homework assignments</td>
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<td>Research paper</td>
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**Required Readings/videos:** You should be able to find cheap copies of the book below at used book stores and on the internet (I checked and there seem to be plenty of used copies available). Several copies also will be on reserve in the FAES Library:

K. 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 (primarily book chapters) or that can be accessed directly at an online journal site (through the OSU Library) or on the internet (articles, videos).

We will use several films/videos as texts. Some will be viewed in class, some streamed through the media library so you can view them outside class at your convenience (we will discuss them in class), and some are available through youtube, vimeo or other internet streaming sites. I will provide details.

**Participation:** You start out with an A. It is up to you to keep it. Participation includes attending class and participating in in-class workshops and discussions and includes preparing your comments on course topics/issues through homework assignments. Note: I will use a seating chart to help me identify students (match faces to names) and to record participation and attendance. Sending me a small photo of your face will help make you memorable! Or you can submit it along with your Student Information Sheet. In-class participation and homework assignments are 20% of your grade—the same level of importance as each exam and your research paper.

**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 by the last day of class (2+2+2=6). There are 9 homework assignment options, so you can choose which 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.
Assignments should be a typed or word-processed statement of about 250-300 words that is printed out on paper (please do not hand write or email). 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 feedback. 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.

**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.

**Research paper:** The paper should be about 1200 words excluding references. Give your paper 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 student papers have equivalent breadth and depth.) The paper is due on the last day of class and you will have an opportunity to discuss your topic in class that day. Your paper 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 also must cite sources of your ideas; words borrowed from others should appear in quotation marks.

**Topic:** Choose a social group whose struggle you want to write about or a development or environmental issue for which you want to explore human and/or environmental impacts. You can identify your topic and get information from internet sources, magazine or news articles, books, journal articles, or videos; 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. 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 try to influence policies that affect them. Alternatively, if you choose an issue/problem for your paper, 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 be of 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 feel free to use concepts we have discussed in class (an opportunity to show your skill in using concepts and applying our authors’ ideas).

**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 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 so that I can work with you to find a solution (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.

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 (20% of your final grade).

Absences due to field trips, conferences, club activities: If a professor in another course or an advisor for a club or group assigns activities during our class time, it places you in an awkward position and you should complain to that person. Each faculty person should respect student obligations in other courses. However, if absence is inevitable, then speak to me beforehand and bring verification so I can give you an excused absence. Or you may use this 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 to consult course materials or look up information relevant to class topics. Cell phones should be turned off or on airplane mode during class. If you need to use your cellphone because of an urgent situation, please leave class to do so. That includes use for phone calls and for texting. Cellphones, laptops and tablets should not be used during class to check email, watch youtube videos, or other recreational purposes. This is distracting to those around you.

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 that your will find reading material and handouts on our course Carmen site
ML indicates that a film can be viewed through the Media Library site / I will try linking to Carmen
Readings not posted to Carmen can be accessed through the OSU Libraries Online journal service
(Note: if you are trying to access the site from a non-OSU computer, you will need to log in to the library using your user name and password)

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

Tues 8-23 Introduction to the course and to each other
Thurs 8-25 Millennium Development Goals –“top-down development with a twist”

Assigned readings: (by one of the “architects” of the MDGs, now turned “critic”):
[focus on what he says about the original intent of the MDGs getting lost along the way]

Go to the UN Site for the MDGs http://www.un.org/millenniumgoals/ (here you will find lots of info on the goals, implementation, progress made, number of countries who signed onto each goal, indicators, etc.) OR go to http://www.undp.org/content/undp/en/home/librarypage/mdg/the-millennium-development-goals-report-2015.html (where you can locate the final reports on each of the Millennium Development Goals). Choose a goal to explore. Look the goals over (how are the problem[s] defined, what are the measurable objectives, what are the achievements, etc.). Be ready to discuss the goal[s] that you researched in class by thinking about the following questions: Why do you think these goals were selected and not others that may be more critical (to human survival, to the planet, etc.)? Which goals are considered (per the UN site) successful (and how is this defined or measured); 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? What factors may have
led countries to work towards some goals and not others? Hints: Cost? Scale of problem? Value clash? Who would benefit? Why may some goals have had a higher likelihood of success or failure? (Same hints apply.) Note: One thing to think about is whether solutions/indicators actually will “solve” the problems?

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

**Week 2: Poverty as a Development Problem; Development as a “Project”**

**Tues 8-30**  People in developing societies: top problems are poverty, conflict, exploitation, and lack of opportunities

**Assigned Readings:**
"Worlds Apart" @

**Optional:**

**Thurs 9-1**  “Development as an international project” (the original top-down, “modernization” approach)


UNDP. “Forty Years of Development.” United Nations, 1989. 16 pp. magazine format. Skim it to get a sense of how global institutions led by the UN approached development during the first 4 decades and what shifts took place over time@

**Week 3: Contemporary Choices: Globalization & Alternative Development**

**Tues 9-6**  Globalization and neoliberalism

**FILM:** “Geraldo’s Brazil” (25 min. view in class) [http://www.youtube.com/watch?v=l8eREjIVUJo](http://www.youtube.com/watch?v=l8eREjIVUJo)

**Assigned Readings:** Guttal, Shalmali. “Globalisation.” Development in Practice 17, 4-5, 2007:523-531.

**Optional:** Film: “Geraldo Offline” (25 min.) The original film about the economic crisis in Brazil, its link to the Asian financial crisis, and its impact on people like Geraldo, a worker for Ford in Brazil. Very engaging and does a good job of explaining the origin of the crisis that impacted countries and corporations around the world [https://www.youtube.com/watch?v=O2k7D8bFe7g](https://www.youtube.com/watch?v=O2k7D8bFe7g)


**Thurs 9-8**

Dimensions of alternative development and rights-based approaches


“Handout” on Paulo Freire [we will return to Freire’s pedagogical technique for empowerment later in the course]


**HOMEWORK ASSIGNMENT Option 2:** Why do you think that “human/personal development” is the base of Burkey’s model? OR Does his model represent a “rights-based” approach? *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**

**Tues 9-13**

Barefoot Projects: Capacity-building & partnerships

**FILM:** “*Water of Ayolé*” (27 min., view in class) [http://vimeo.com/6281949](http://vimeo.com/6281949)

A viewing guide is posted to Carmen to print and bring to class


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Watch Bunker Roy’s 19 minute TED talk on the “Barefoot College” and its programs:  
https://www.ted.com/talks/bunker_roy
Night schools for working children, also referred to as “solar bridge schools” (text + photos)  
http://www.barefootcollege.org/solution/education/

Thur 9-15  A very popular anti-poverty approach focusing on the grassroots: Is microcredit the answer?

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 @

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 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.

We also will discuss the study guide for Midterm exam 1. Posted on Carmen by today

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

Midterm Exam 1

Tues 9-20  Time to stop, breathe and discuss: Mainstream development, globalization, alternative and  
rights-based development.
Discuss study guide for exam. Bring to class.

Thurs 9-22  Midterm Exam 1

Week 6: Food Security

Tues 9-27  Food security, hunger, and the right to food: A critique of international agribusiness  
We will discuss the film in class

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 (1 hour, 30 min.)
Use viewing guide posted on Carmen; take notes on the film and organize your ideas to discuss the film  
in class @

Assigned Readings:
http://foodfirst.org/publication/world-hunger-ten-myths/


**Thurs 9-29** Continued discussion of issues depicted in the film and discussion of possible solutions

**Assigned Reading:** 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 are still relevant today @

**Want more?**

**HOMEWORK ASSIGNMENT Option 4:** (two choices) **What is the relationship between food security and food sovereignty? Can you have one without the other?** 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: Focus on vulnerable groups in “developing societies”: Child refugees, People with disabilities**

**Tues 10-4** Child refugees

**Assigned Readings:** TBA

**HOMEWORK ASSIGNMENT Option 5:** **What would be a more lasting, rights-based solution than just sending children back to their places of origin?** Be ready to discuss in class. Bring your comments to class for discussion and hand them in at the end. Do not send by email.

**Thurs 10-6** Guest Speaker Nick Garcia. Topic: Development and Disability


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 Chuadanga, Bangladesh.” *Social Policy & Administration* 41, 4, 2007: 372-385. @

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**Week 8: La Via Campesina: Farmers demand food sovereignty**

**Tues 10-11** La Via Campesina, example of a world-wide food sovereignty movement (a right-based movement) **Note:** To prepare for discussion focus on who the members of LVC are, what their strategies are, and what they want
**Assigned video:** View this film before class: *La Via Campesina in Movement... Food Sovereignty now!* (20 min) [http://vimeo.com/27473286](http://vimeo.com/27473286)


**Want more?:** Clendenning, Jessica, Wolfram Dressler, and Carol Richards. “Food justice or food sovereignty? Understanding the rise of urban food movements in the USA.” *Agriculture and Human Values* 33, 2010: 165-77. (Note: US-based food movements)

**Thurs 10-13** Fall Break – no class

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

**Tues 10-18** A focus on the importance of alternative extension approaches and “natural” farming techniques that target impoverished and illiterate peasants. The farmer-to-farmer method & its link to food security & 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 its relevance to the human farming method)

**Thurs 10-20** Continued (and an update)

**Assigned Reading:**


**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.**

**Week 10: Midterm Exam 2**
Peasants organizing to empower themselves

**Tues 10-25** Peasant empowerment & democratization in rural Haiti (NOT the “human farm” approach!)

**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; and for rights and to learn democracy building) in class. Note: the film ends just before the overthrow of President Aristede circa 1993. However, peasant movements 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.

A viewing guide will be posted to Carmen

**Review readings:** Paulo Freire handout, Jo Rowlands’ concept of empowerment, Burkey’s model of alternative development, and refresh your understanding of rights-based development; all will be useful to our discussion of the peasants in the film


**Want more?**

Website of the Mouvement Peyizan Papay (movement seen in the Other Haiti film)
[http://www.mpphaiti.org/-Missions,55-.html](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.

**We also will discuss the study guide for Midterm 2** (posted on Carmen)

**Thurs 10-27**  **Midterm Exam 2** (covers weeks 6-10)

Study guide posted to Carmen

**Week 11: WID/GAD policies and programs & alternative approaches to women’s empowerment**

**Tues 11-1**  **WID, GAD and other policy approaches for including women in development**


Handout on gender frameworks for development projects and planning will be posted to Carmen & discussed in class
Want more? USAID. Women’s Empowerment in Agriculture Index (WEAI), 2015. A tool for evaluating the impacts of projects on women’s empowerment. 
https://feedthefuture.gov/lp/womens-empowerment-agriculture-index

Thurs 11-3 Context-specific, participatory approaches to women’s empowerment

Assigned FILM: “Community” (view before class at Media Library) 24 min.
A viewing guide will be posted to Carmen

Assigned Reading:

HOMEWORK ASSIGNMENT Option 7: Which do you think are most effective for empowering women in developing societies—top-down WID/GAD policy approaches or bottom-up approaches focused on women’s consciousness for empowerment? Bring your HW to class and hand it in at the end. Do not email it.

Week 12: Confronting an environmental & health Issue: Sanitation

Tues 11-8 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: 

Video http://www.youtube.com/watch?v=TnRPsUwCT30 (it is short 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 11-10 Discussion of some dilemmas and moral quandaries in “doing development”
Select topic options for Week 15 Answer questions about research paper

Note: We will choose 2 topics for Week 15 today, one for each class.
Options are
1) The battle for control of the Amazon (focus on social groups who live in the Amazon and the public and private ventures that threaten livelihoods and the ecosystem)

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2) Land grabs as cultural and environmental destruction (focus on Africa, Asia & Latin America)
3-4) possible others (send me your suggestion by Wednesday noon)

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**Week 13: Environmental Issue: Water**

**Tues 11-15** The struggle over resources: Water wars in the US and abroad

**FILM:** “Thirst” (we will view in class)

Review materials on rights-based development (and principles underlying)

**Want more? Optional:**

**Thur 11-17** Continue discussion of film and discuss the following: 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 over others. Bakker covers points made by Barlow and in Barlow and Clarke from Tuesday but neither of those readings include these 2 options.

**HOMEWORK ASSIGNMENT Option 9:** Explain your position regarding how to manage water (see topic for the day). Which do you support? Be ready to support your position during class discussion with an argument from one of this week’s readings. **Bring your comments to class for discussion and hand them in at the end. Do not send by email.**

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**Week 14, Nov 22 & 24:** Thanksgiving week. **No class this week.**
*Use Tuesday to work on your paper OR to prepare for discussion next week*

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**Week 15: Class Choice Topics TBA**
Topics will be chosen on Nov. 10
Class members, organized in at least two groups, will discuss the issue they selected and will inform other class members about the topic/issue. The Instructor will assist by selecting recommending readings and videos and will meet with each group to discuss and provide feedback on their plans before class. Days and times TBA.

**Tues 11-29**  Topic 1 TBA

*Assigned Readings and videos: TBA*

**Thurs 12-1**  Topic 2 TBA

*Assigned Readings and videos: TBA*

We can discuss any final questions regarding research papers today.

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**Week 16: Research papers**

HAND IN your paper at the end of class

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**Tues 12-6**  We will go over the study guide for the final exam. Class members will have a chance to share information on the paper topics/issues/social groups that they chose to research for their final papers. Students will fill out a course evaluation form.

**Friday, December 9**  **FINAL EXAM:** in our classroom from 4-5:45 pm