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 issues and problems confronted by 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 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 corporations, governments, conflict situations, natural disasters, and other 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 poverty, corruption, and historical structures of inequality that vary across places.

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 (people power), capacity- and asset-building, and empowerment of the poor and other groups historically excluded from full rights of citizenship. Alternative development approaches advocate social responsibility on the part of corporations, governments, and development organizations and support actors and people at the grassroots (bottom of the system) who struggle for autonomy and self-determination. 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 with international connections. Their labor forces typically 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. 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. 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, etc.) and proposed solutions.
(policies, programs, citizen organizing, empowerment, 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 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:
- In-class participation & homework assignments 20%
- Research paper 20%
- Midterm exam 1 20%
- Midterm exam 2 20%
- Final exam 20%

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 for very little money). 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 directly at an online journal site (through the OSU Library) or on the internet.

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 (and 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 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.

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 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 count toward your participation grade. Normally, late assignments will not be accepted.

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 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 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 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 6-9. The final exam covers weeks 10-16. 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.

Research paper: The paper should be about 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 (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 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 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 or environmental 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 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 ASAP). Note: a friend may send an email for you, but you should bring in written and 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, 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. Each faculty person should respect student obligations in other 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 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 our class topics. Cell phones should be turned off during class. If you need to use your cellphone because of an urgent situation, please leave the room to do so. That includes making calls OR texting. Cellphones, laptops and tablets should not be used during class to check email, watch youtube videos, or 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. Note: I have grandchildren your age and it is easy for me to figure out who
is texting or viewing youtube or Facebook, Twitter, etc. because your eyes and the corners of your mouths “smile” (krinkle, turn up) when using social media. If you look like you are having too much fun, then it will be obvious to me that you are not reviewing a reading or consulting a serious resource! I may stop whatever discussion is underway until I get your attention and I even may address you by name to ask you to stop.

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 is confirmed.

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

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

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

Tues 8-21 Introduction to the course, rural sociology, and your professor
Thurs 8-23 Millennium Development Goals & Sustainable Development Goals

Assigned reading:
Vandemoortele, 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/sdgoverture/MDG_goals.html](http://www.undp.org/content/undp/en/home/sdgoverture/MDG_goals.html) We will discuss some issues with the goals and measures of success in class. I will provide an overview of Vandemoortele’s concerns and an overview of the SDGs in class (from the optional Deacon article)

Want more? (Optional)

**HOMEWORK ASSIGNMENT Option 1:** Choose one MDG to discuss in class; be sure to look at the measures of success. Why do you think that these measures were chosen and not possible/relevant 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 as a “Project”? As a “Right”?**

**Tues 8-28** 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 same order)

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

**Thurs 8-30** “Development as an international project” (the original top-down, “modernization” approach) vs the more people-centered approach taken by NGOs

**Assigned Readings:**

**Want more? Includes helpful info for those for whom this is a new topic**
- 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 following World War 2 and what shifts took place through the 1980s

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Week 3: Contemporary Choices: Globalization vs Alternative Development

**Tues 9-4** 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 presidential elections, and its impact on people like Geraldo, a Ford worker in Brazil. 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]

Want more?

Thurs 9-6 BASIC CONCEPTS - Dimensions of alternative development and rights-based approaches

Assigned Readings: Burkey, Stan. "What is development?” Pp. 30-39 in People First: A Guide. Zed Books, 1993. @ (model was developed through his work with Ugandan rural development workers, later applied in US rural settings)
Rowlands, Jo. “Empowerment examined.” Pp. 86-92 in Deborah Eade, ed. Development and Social Diversity. Oxfam, 1996. @ (focus on different forms/types of power and empowerment)

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. @
Overview of the 3 generations of United Nations Conventions on Human Rights https://en.wikipedia.org/wiki/Three_generations_of_human_rights (nice overview for those who are unfamiliar with the different types of UN agreed-upon rights: civil, political, economic, social, and cultural)

HOMEWORK ASSIGNMENT Option 2: Why do you think that “human/personal development” is the base of Burkey’s model? Bring your HW to class for discussion and hand it in at the end. Do not send by email.

Week 4: Examples of “Alternative Development”

Tues 9-11 Partnerships for development and environmental sustainability

FILM: “Water of Ayolé” (27 min., view in class) http://vimeo.com/6281949
A viewing guide is posted to Carmen that you can print and bring to class @

“Lessons Learned “ Pp. 88-93 in Marilyn Carr, ed. The Barefoot Book: Economically Appropriate Services for the Rural Poor. Intermediate Technology Pubs., 1989. @

Will discuss today any questions regarding study guide for Midterm 1 or the midterm itself

Want more? “Doctors in China--origin of the barefoot approach.” Pp. 4-13 in Marilyn Carr, ed. The Barefoot Book, 1989. 9 pp. @
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/

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 9-13 TBA

Assigned Reading:
Want more?

Note: Study guide for Midterm 1 posted to Carmen & sent out by email today. Will discuss next Tuesday

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

Midterm Exam 1

Tues 9-18 Time to stop, breathe and discuss: Mainstream development, globalization, alternative and rights-based development. Select possible topics for Week 15. Discuss study guide for exam.

Thurs 9-20 Midterm Exam 1

Week 6: Food Security

Tues 9-25 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 film and organize your ideas to discuss the cases and the issues in the film in class @
**Assigned Readings:**


**Thurs 9-27** Continued discussion of issues depicted in the film, focus on country-level and international level approaches to defending food security at the *national level*


**FOOD REGIME READING????**

**HOMEWORK ASSIGNMENT Option 4:** What is the relationship between food security and food sovereignty? Do you think we can 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 and development**

**Tues 10-2** Disability and development


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 Chudanga, 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 development? Bring your comments to class for discussion and hand them in at the end. Do not send by email.

**Thurs 10-4** Land grabs vs. peasant and community rights ????

**Assigned readings:** TBA

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**Week 8: Farmers in search of food sovereignty & environmental sustainability**

**Tues 10-9** La Via Campesina, example of a world-wide food sovereignty movement (a rights-based movement) that also focuses on reducing/eliminating environmental damage

*Note:* To prepare for discussion, focus on who the members of LVC are, what their strategies are, and what they want (PS: US-based and European farmers are members too, not just poor farmers in poor countries)
Assigned video: View this film before class: *La Via Campesina in Movement... Food Sovereignty now!* (20 min)  
http://vimeo.com/27473286


Thurs 10-11  Fall Break – no class

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

Tues 10-16  A focus on the importance of alternative extension approaches and “natural” farming techniques that target impoverished and illiterate peasants. 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 10-18  Continued (with an update)

Assigned Reading:  

**Note: EXAM GUIDE for Midterm 2 WILL BE POSTED TODAY**

Week 10: Midterm Exam 2  
Peasants organizing to empower themselves

Tues 10-23  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 to learn democracy building) in class. Note: the film ends just before the overthrow of President Aristede circa 1993. However, these peasant movements continue 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 handout, Jo Rowlands’ concepts of empowerment, Burkey’s *model* of alternative development; will be relevant to understand 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)

Youtube 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=LF3edwJ-4K0](https://www.youtube.com/watch?v=LF3edwJ-4K0)


**We can discuss any questions you have about Midterm 2 today**

**Thurs 10-25** Midterm Exam 2 (covers weeks 6-10)

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**Week 11: Top Down Gender Planning & Development**

**Alternative Approaches to Women’s Empowerment**

**Tues 10-30** Top down gender planning for development


**NOTE:** We will select topics for Week 15 today. You may send me topic ideas by email by Monday or you can suggest topics during class discussion today.

**Thurs 11-1** Context-specific, participatory approaches to women’s *empowerment*

**Assigned FILM:** “Community” 24 min. (we will view in class)
A viewing guide will be posted to Carmen

**Assigned Reading:**
**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 global 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 Projects: Sanitation & Microcredit**

**Tues 11-6**  
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](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 11-8**  
A popular anti-poverty approach around the world: But, is microcredit alone the answer to poverty?

**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 @

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

**Tues 11-13**  
Plachimada Village (Kerala, India) Vs. Hindustan Coca Cola


ADD READINGS ON PLACHIMADA
Optional:
“Thirst” (1 hr) (can be viewed at Media Library) OR ANOTHER ON INTERNET????

Thur 11-15 Should water be managed as a human right? A collective resource? A commodity? We will have an in-class discussion on these alternatives


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 today.

Week 14, Nov 20 & 22: Thanksgiving week. No class this week.
Use Tuesday to work on your research paper

Week 15: TBA: Class Choice Topics

Tues 11-27 TBA
Assigned readings: TBA
Thurs 11-29 TBA
Assigned readings: TBA

Week 16: Research paper discussion
HAND IN your paper at the end of class

Tues 12-5 Study guide will be posted to Carmen by today.
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.
Day???, December ??  FINAL EXAM: in our classroom from ???:? pm