

# Social Groups and Global Development Syllabus

RULSOC3580 AU 2023

## Course Information

- **Course times and location:** No required scheduled meetings; all instruction occurs in Carmen each week
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Anna Jenderedjian, PhD (she/her/hers)
- **Email:** [jenderedjian.1@osu.edu](mailto:jenderedjian.1@osu.edu)
- **Phone Number:** + 330 208 3477 (please send me a text message in emergency situations when you are not able to communicate via email)
- **Office location:** 320A Kottman Hall, 2021 Coffey Road, Columbus, OH 43210
- **Office hours:** contact me by OSU email to arrange a meeting via CarmenZoom
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Student Instructional Assistant (SIA)

- **Name:** Megha Saravanan (she/her/hers)
- **Email:** [saravanan.24@buckeyemail.osu.edu](mailto:saravanan.24@buckeyemail.osu.edu)
- **Preferred means of communication:** email.



## Course Prerequisites

3 credit hours in RurlSoc, Sociol, or a related social science, or permission of instructor. Not open to students with credit for 378.

## Course Description

Contemporary experiences and activism of rural social groups in the context of development and globalization in the Global North and South. Going beyond state boundaries, the course studies the emergence of new development actors, transnational solidarity, and resilience across South-North divide.

**This course explores how rural groups (such as small-scale and subsistence farmers, rural women, indigenous groups, fisherfolk, *and others*) around the world are working to achieve sustainable development and justice, strengthen sovereignty in the face of challenges, such as climate change, urbanization, water and food security, loss of biodiversity and pressures from corporations and governments.**

## Learning Outcomes

By the end of this course, students should successfully be able to:

- Explain the historical context of economic and political ideologies and the impact of development programmes on rural areas:
  - explain the differences between the terms "underdevelopment," inequality, poverty, hunger and malnutrition, and discrimination,
  - based on the case studies, determine some of the causes contributing to inequality, poverty, and discrimination, specifically in rural contexts;
- Describe several different approaches to development and empowerment and understand some of the implications of these approaches on rural communities and peoples:
  - distinguish between top-down and grassroots approaches and solutions to specific contemporary development priorities (poverty, food insecurity, hunger and malnutrition, climate change, violence against women),
  - recognize the differences in development priorities of various actors (multilateral organizations (the World Bank, International Monetary Fund, the United Nations), international and grassroots NGOs, social movements); understand the historical context, including their impact and critique of their approaches;
- Explore case studies of social movements and rural activism with a focus on resilience building, sovereignty, innovation and sustainable development:
  - interpret some of the causes of hunger and malnutrition, loss of land rights and ownership, migration, agricultural degradation and loss of productivity;



- understand and describe key principles of selected theories on empowerment and consciousness-raising to contemporary issues faced by above-mentioned social groups,
  - demonstrate engagement with relevant scientific literature in independent research.
- Compare and contrast issues and struggles of subsistence and small-scale farmers, rural women, migrants, indigenous peoples, pastoralists, fisherfolk in the Global South with similar groups in the Global North (including the United States);
- Express feelings and articulate positions regarding issues covered during the course.



# How This Course Works

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. A new week begins on **Wednesday**. All deadlines are **Tuesday**.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities: at least twice per week**  
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours:** In an online class, meeting with students allows me to reach students more effectively; for example, you may feel more comfortable asking questions, telling about yourself. Online meetings can be held in small groups or one-on-one. Reach out to schedule an appointment via Zoom.
- **Participating in discussion forums: at least every two weeks and plus additional weekly communication**  
You are required to post at least twice as part of our substantive class discussion on the assignments' topics. You are encouraged to ask questions and comment through the discussion forum.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- The links to the required readings and videos for each class are in Carmen – Weekly Modules. The resources will be available at least a week before the scheduled class. You need to familiarize yourself with the materials prior to participating in group discussions and completing assignments. **You would need to use the Off-Campus Sign In to access some articles, book chapters, and videos.**

## Recommended/Optional Materials and/or Technologies

- Each weekly Carmen module includes a list of recommended and supplemental readings about the topic.

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.



- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## A note on the use of AI

There are a variety of AI programs available to assist you, but not replace you. Effective use of these programs entails human creativity, originality, and critical thinking. AI programs may be used as a tool, for example, to check your writing for clarity, understand complex issues or help you with initial brainstorming. You are responsible for the information you submit based on an AI query, which should not violate intellectual property laws, contain misinformation, or contain unethical and biased content.

# Grading and Faculty Response

## How Your Grade is Calculated

| Assignment Category  | Points  |
|--|---|
| <b>Exploratory project assignments (EPAs)</b><br>four EPAs including a draft and a final assignment      | 36<br>(each draft EPA is 2 points; final EPA is 7 points)     |
| <b>Weekly quizzes</b><br>thirteen quizzes  | 26<br>(each quiz is worth 2 points)                           |
| <b>Discussion: Interactive peer feedback and advice for EPAs</b><br>contribution to four EPA discussions | 32<br>(8 points per discussion, 4 points per each reflection) |
| <b>Final exam</b>  | 6   |
| <b>Total</b>   | <b>100</b>  |

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Exploratory project assignments

**Description:** You have to submit four individual exploratory project assignments (**EPAs**) approximately every three-four weeks. These assignments are aimed to navigate and match your personal experiences, education, and career goals and aspirations with the content of the course. Through these assignments, I invite you to explore possibilities of applying the knowledge gained in this course, communicate with your peers about the course materials and your project, receive and give feedback.

The assignments include: a blog post on a social group (EPA I), a concept map of key actors (EPA II), followed by an annotated bibliography review on the subject (EPA III), coming up with your policy recommendations (EPA IV). Each assignment builds on the previous one (e.g., EPA I prepares you for EPA II) and is connected to the material we will study during each three-four weeks. The details on each assignment will be posted on Carmen/Canvas.

Submission of each assignment includes two consecutive stages:

Stage 1: posting **draft EPA I, II, III, or IV** to Carmen Discussion (2 points graded pass/not pass)



Stage 2: submitting **final EPA** I, II, III, or IV to Carmen Assignments (7 points) after receiving feedback from peers and the instructor (see Discussion: Interactive Peer Feedback and Advice).

Each of these four EPAs with both draft and final submissions counts 9% (9 cumulative points) towards your final grade ( $4 * 9 \text{ points} = 36 \text{ points}$ ).

**Academic integrity and collaboration:** Your written assignments should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. You are encouraged to ask a trusted person to proofread your assignments before you turn them, however no one else should revise or rewrite your work.

## Discussion: Interactive peer feedback and advice

**Description:** As mentioned in Exploratory Project Assignments (EPA) description, each round (the submission of draft EPA, responding and leaving feedback to others, and improving and submitting final EPA) takes around three weeks. You will spend the first week of each three-week discussion module producing and posting your draft EPA. Then the second week reviewing each other's work using prompts like "Compare your classmate's concept map to yours. What is different? What are your thoughts about it? What would you suggest based on the readings and lectures?" or "Which aspects of sustainable livelihoods framework or empowerment you observe in the annotated bibliography? What are the critical components that are overlooked or missing?" The feedback from your peers will help you to improve your individual assignment. Constructive and positive feedback hones further your learning, creates a culture of improvement, improve the quality of your and your peers' progress. Each three-week discussion module is worth 8 points. You will need to provide thoughtful feedback to at least two EPA draft submissions and respond to some of the comments to your drafts (4 points each). The core element of the discussion is a good balance between positive and constructive feedback.

I have set up the weekly discussions so that you cannot see what others have posted until you have made your own initial post first.

**TIP:** Check the discussion board often, including the evening the discussion closes. By checking the discussion board frequently, you will be able to spot opportunities where you can add more to the conversation. This will improve both your learning and your grade.

**Academic integrity and collaboration:** Behave in a professional way, use constructive, respectful language when communicating with your peers. During the Interactive Feedback and Advice, students (authors and reviewers) are encouraged to interact with each other through real-time comments in Carmen Discussion forum. Since learning about diverse experiences is central to this course, respect, tolerance, critical thinking, and mutual support are at the core of our communication.



## Weekly quizzes and final quiz

**Description:** You will take a total of thirteen quizzes throughout the semester and a final essay/quiz. Each quiz will consist of either multiple-choice questions or a short reflection question. You will be given 2 minutes per multiple-choice question to complete the quiz on Carmen. Short reflections will not be timed. Quizzes will be open on Carmen for one week and you can take the quiz any time during this week. Quiz questions will be drawn from lecture material (lecture slides, readings, media content). Each weekly quiz is worth 2% of your final grade.

Final quiz will be a short essay and quiz (6 points).

**Academic integrity and collaboration:** You must complete weekly quizzes and final exam yourself, without any external help or communication.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Your and your peers' final EPAs largely depend on the insights gathered as part of your engagement with peers, the SIA and instructor.

No late submissions for **Quizzes** and **draft Exploratory Project Assignments** are accepted.

Submitting **final Exploratory Project Assignments** and **Discussions** late without prior notice will result in a deducted grade (**5% off per day for final Exploratory Project Assignments** and **20% for Discussions**). Please notify me about any emergency so we work to find a solution (e.g., email me before or 1-2 hours after the deadline).

You will not be penalized for a late assignment during the academic term due to the following unavoidable or legitimate documented circumstances:

- illness, physical or mental, of the student or a student's dependent;
- medical conditions related to pregnancy;
- student's dependent childcare due to COVID-19 school closings;
- participation in intercollegiate athletic events;
- subpoenas and jury duty;
- military service;
- bereavement, including travel related to bereavement;
- religious observances: At the beginning of the semester, you should notify me of any religious holiday(s) that will necessitate your request for deadline extension. Because religious holidays are scheduled in advance, the instructor has the right



to insist, where feasible, that you complete the course work prior to the anticipated absence.

*It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.*

*Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.*

The instructor is not obligated to accommodate a student who has missed so much of the critical components of a course, even for legitimate reasons, that arrangements for makeup work would not be reasonable.

Students must notify me of circumstances identified above or other circumstances leading to a request for a deadline modification as soon as possible and provide information to explain the late assignments. Generally, technical glitches such as a bad internet connection, laptop and computer malfunction are not acceptable excuses for missing a deadline.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For **Exploratory Project Assignments**, you can generally expect feedback within **8-10 school days**. **Quizzes and discussions** will be graded within **7 school days**.
- **Email:** I will reply to emails within **24 hours on school days**.
- **Discussion board:** SIA and instructor will check and reply to messages in the discussion boards every **24 hours on school days**.

## Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-

77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E



# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for **Discussion: Interactive Peer Feedback and Advice** discussions.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Constructive communication:** giving constructive criticism is challenging for many people and can be tricky to do well. Be specific and point at the areas for improvement. Recognize the strengths, while also providing actionable advice on the specific issues.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. Please cite your sources to back up what you say in all assignments, including Discussions and Quiz Essays.
  - Use [APA format](#) for citations.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

## Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not



limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.



To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) ([go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand)) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) ([suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) ([go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp)) is also a great resource.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))



# Course Schedule

*See the page below.* Refer to the CarmenCanvas course for up-to-date due dates.





| Week                     | Points | Topics, Readings, Assignments, Due Dates   |
|--------------------------|--------|--|
| <b>1 Wed, Aug 23, 23</b> |        | <b>Welcome to RURLSOC 3580: introduction, requirements, how this online class works</b><br><b>Defining key concepts: development, underdevelopment, poverty, Three Worlds and Global South-North</b><br>Readings: Carmen Module Week 1                                   |
| <b>2 Wed, Aug 30, 23</b> | 2      | <b>Overview of key global and development actors</b><br><b>Overview of development approaches: modernization, neoliberalism, neoliberal globalization</b><br>Readings: Carmen Module Week 2<br>Deadline: <b>Quiz 1</b> is due Tuesday                                    |
| <b>3 Wed, Sep 6, 23</b>  | 2+2    | <b>Let's modernize! Modernization and new urban/rural divides and food order</b><br><b>Let's restructure! Structural adjustment policies and neoliberal globalization</b><br>Readings: Carmen Module Week 3<br>Deadline: <b>Quiz 2 &amp; draft EPA I</b> are due Tuesday |
| <b>4 Wed, Sep 13, 23</b> | 2+8    | <b>Let's develop sustainably!</b><br><b>The United Nations: Is there a link between development and human rights? Sustainable development goals</b><br>Readings: Carmen Module Week 4<br>Deadline: <b>Quiz 3 &amp; feedback on draft EPA I</b> are due Tuesday           |
| <b>5 Wed, Sep 20, 23</b> | 2+7    | <b>What shall we do with inequality and poverty? Top-down development critique: dependency, post-colonialism, post-development (and many more theories)</b><br>Readings: Carmen Module Week 5<br>Deadline: <b>Quiz 4 &amp; final EPA I</b> are due Tuesday               |
| <b>6 Wed, Sep 27, 23</b> | 2+2    | <b>Other development actors: NGOs and private foundations</b><br><b>New "philanthrocapitalists"</b><br><b>Case study: NGOs under Russia's Foreign Agent Law</b><br>Readings: Carmen Module Week 6<br>Deadline: <b>Quiz 5 &amp; draft EPA II</b> are due Tuesday          |
| <b>7 Wed, Oct 4, 23</b>  | 2+8    | <b>Food and nutrition security: hidden and visible malnutrition</b><br><b>The right to food</b><br>Readings: Carmen Module Week 7  |



|                           |     |  |
|---------------------------|-----|--|
|                           |     | Deadline: <b>Quiz 6 &amp; feedback on draft EPA II</b> are due Tuesday   |
| <b>8 Wed, Oct 11, 23</b>  | 2+7 | <b>Transnational social food movements:</b><br><b>Food sovereignty and La Via Campesina</b><br><b>Slow Food Movement</b><br>Readings: Carmen Module Week 8<br>Deadline: <b>Quiz 7 &amp; final EPA II</b> are due Tuesday |
| <b>9 Wed, Oct 18, 23</b>  | 2+2 | <b>How to empower? Power, empowerment, and consciousness raising</b><br>Readings: Carmen Module Week 9<br>Deadline: <b>Quiz 8 &amp; draft EPA III</b> are due Tuesday  |
| <b>10 Wed, Oct 25, 23</b> | 2+8 | <b>Participatory Action Research</b><br><b>Sustainable livelihoods framework</b><br>Readings: Carmen Module Week 10<br>Deadline: <b>Quiz 9 &amp; feedback on EPA III</b>   |
| <b>11 Wed, Nov 1, 23</b>  | 2+7 | <b>Livelihoods resilience</b><br>Readings: Carmen Module Week 11<br>Deadline: <b>Quiz 10 &amp; final EPA III</b> are due Tuesday   |
| <b>12 Wed, Nov 8, 23</b>  | 2+7 | <b>Women and development</b><br><b>Gender mainstreaming and planning</b><br>Readings: Carmen Module Week 12<br>Deadline: <b>Quiz 11</b> is due   |
| <b>13 Wed, Nov 15, 23</b> | 2+2 | <b>Land grabs, land investments, large-scale land acquisitions</b><br>Readings: Carmen Module Week 13<br>Deadline: <b>Quiz 12 &amp; draft EPA IV</b> is due Tuesday  |
| <b>14 Wed, Nov 29, 23</b> | 8   | <b>Migration and remittances: Trust networks and transnational migration</b><br>Readings: Carmen Module Week 14<br>Deadline: <b>feedback on draft EPA IV</b> is due Tuesday  |

|                              |     |   |
|------------------------------|-----|---|
| <b>15 Tue,<br/>Dec 5, 23</b> | 2+7 | Deadline: Quiz 13 & final EPA IV is due Tuesday |
| <b>16 Tue<br/>Dec 12, 23</b> | 6   | Final exam                                      |

