RS 8500: DEVELOPMENT SOCIOLOGY IN THEORY AND PRACTICE
Spring Semester 2017

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**Prerequisite:** Graduate status.

**Introduction:** This is a survey course designed to acquaint students with the sociology of international development, globalization, and social change processes through the perspective of “development sociology.” Development Sociology, Transnational and Global Studies, and the Political Economy of the World System are among the most dynamic sections of the American Sociological Association and there is considerable overlap in issues studied even though analytical and theoretical approaches vary. Development sociologists also share interests with many development economists, political economists and ecologists, development planners, development anthropologists, historians, and social/political geographers working on issues of development and globalization.

This course provides an introduction to “development sociology” as a field of theory and intervention that originated following the second world war. As a field of intervention, “development” has been in great part displaced by the political/economic ideology and policies that are referred to as “neoliberal globalization.” This course introduces students to important critiques of both development and globalization as processes that reaffirm relations of exploitation and inequality within and between countries. The course provides opportunities to explore forms of resistance to these processes, to strategies/policies implemented as development “alternatives” for marginalized groups, and to new (atheoretical) meanings that are being assigned to the concept of “development” by NGOs and by governments and the United Nations (i.e., the now-concluded Millennium Development Goals). To better understand real-world manifestations of these changes, we will include some specific “issues” and case studies that reflect “development” and “globalization” objectives and outcomes at both the macro and the micro levels.

This course is based on a partnership between the instructor and students. That is, students will assume responsibility for contributing to and directing class discussions and will organize in groups to present on 2 topics that will be selected by class members. Topics for several weeks have not yet been assigned since the disciplinary backgrounds, fields of study, and research and/or applied interests of students will be important to our shared experiences. Students' geographic interests also will be taken into account when deciding on the geographic focus and nature of class discussions. Therefore, as a group we will discuss and select topics for some weeks.

Course materials are selected with two goals in mind: 1) to provide analytical tools for assessing development/globalization perspectives and problems, and 2) to reveal the complexity and contradictions in development/globalization theory and practice over time.

**Objectives:** When students complete this course they should

a) have a basic understanding of the evolution of theory, research, and policies on development and globalization,

b) have a basic understanding of some key development/globalization issues at both the macro and the micro levels and of resistance to contemporary globalization,

c) be able to recognize and critique the ideological positions and vested interests implicit in particular theories and policies,

d) be familiar with the classic development theories and neoliberal processes of globalization and understand the link between development theories and atheoretical neoliberalism on the one hand and some examples of related projects, programs, and conflict on the other hand (including examples of resistance to development and globalization as defined/imposed by the Global North and efforts of people and NGOs to re-appropriate the meaning of development).

**Basic Readings:**
Jackson, Jeffrey. *The Globalizers: Development Workers in Action*. Johns Hopkins University Press, 2005. (*I have enough copies to share one with each class member*)

Weekly sets of readings Most can be downloaded and printed from the Carmen content page or from on-line journal websites that can be accessed through the Library or from internet sites listed on the syllabus.

**Resource Readings:** certain chapters will be assigned from each; these books can be helpful to understanding the history of “development” and “globalization” from a sociological perspective


So, Alvin Y. *Social Change and Development: Modernization, Dependency, and World-System Theories*. Newbury Park: Sage, 1990. (I have multiple copies to share)


**Requirements:** Class members are expected to complete the following:

1. Play an active role in class discussions group assignments, propose questions/issues from readings for weekly discussions, help identify topics and resource materials for class days as yet unassigned (40%)

2. Prepare 4 short analytical papers/essays (44%; 11% each)

3. Participate in a group presentation (a “teach in”) on a topic chosen by their respective group (16%)

**Participation (40%):** Even if readings are outside your discipline or interests, read all weekly assignments in order to provide yourself with an overview of the week’s topic; then go back to particular arguments/ideas that peaked your interest and focus on thinking about how you could bring them up during class discussion. Hint: perhaps make an outline with major points, prepare an abstract or a critique of a key reading, or prepare a comparison of key points from readings to discuss in class. (These also are strategies that you can use in preparing the short analytical papers/essays.)

Participation will be evaluated in terms of content—your questions, comments and other forms of participation should be interesting, relevant, clear, and concise. It is important to show your understanding of the course material and to raise relevant questions and issues. (If you have questions, it is likely that other class members also do.) Participation is intended to be democratic—everyone gets a chance to participate and is strongly encouraged to do so. Students with varied backgrounds enrich our class discussion with their different perspectives, experiences, and insights. They also are likely to process materials from different vantage points and interests that can energize discussion.

The instructor will bear responsibility for coordinating and leading discussion on selected topics, especially early on. Student responsibility for leading and participating in class discussions increases over time.

**Four short papers/essays (44%):** (4 papers of approximately 1200-1500 words each, excluding references). All papers must be wordprocessed with correct spelling and grammar. References should be on a separate page and should conform to a recognized scholarly format (you may use the format that applies to your field of study). I specify word counts only to encourage “comparability” in length of papers and, therefore, fairness in evaluating them. Critical thinking and analysis, understanding of material, and ability to communicate ideas are the major grading factors. *Put the word count at the end of the paper;* but do not include references in the count. Be sure to give your essay a descriptive title and to state your objective (i.e., points you will make) in the opening paragraphs. This helps both you and me to know where the essay is headed.

The first three paper topics are outlined in the syllabus. Everyone will choose her/his own topic for the fourth/final paper.

The first three papers will be graded and handed back with feedback. Any student who so desires may rewrite the first essay only and resubmit it for final grading. The original version with the instructor's comments must be attached to the rewrite.

Printed papers can be handed in during class or you may send me your paper as an email attachment by the due date.
**Group presentation:** Class members will select 2 topics of their choice to research and then discuss with the rest of the class. This will require that class members organize in 2 different groups—one for each chosen topic. This will be similar to when class members divide into 2 groups to discuss 2 distinct SETS of readings during the semester.

**General Policies:**

**Due dates**  No papers will be accepted late unless the student has a verifiable emergency or serious illness. If you anticipate a problem, you should immediately bring this to my attention so we can work out options together.

**Incompletes**  There will be no incompletes assigned for this course unless the student has a verifiable and unavoidable reason that prevents finishing the course and the student has completed at least two-thirds of the requirements satisfactorily.

**Attendance**  Remember, participation is 40% of your grade. If an absence is anticipated or an emergency/illness arises, the best policy is to notify me as soon as possible so we can work out a solution. In the case of necessary absence, a student may be asked to meet with me outside of class to discuss the readings from the missed class day. **Please note that we meet one day a week for 14 of the 15 weeks of Spring semester (excluding Spring break). Therefore each individual class comprises 7.14% of the course!**  

Also important is the fact that class members and the instructor will share responsibility for leading class discussions.

**Snow days**  In the event of a snow day, we will need to make up the class missed and will vote on when and how to do this.

**Plagiarism**  University rules require that any student suspected of plagiarizing written work be referred to the pertinent university authorities and runs the risk of receiving an F for the course. Be sure to use quotes and citations in your papers and please check the University's guidelines for avoiding plagiarism.

**Special needs**  If you have special needs, please let me know and also contact the office of Disability Services about any assistance that you may need. I will work with Disability Services to meet your needs.

**Food for Thought:** Because of the time of day that we meet and the length of our class session, I will provide hot water and fixings for cocoa, tea and coffee for a 10-12 minute break. In the past, students have taken turns bringing snacks for the group, but you get to vote on this. You are free to bring your own food.

**CLASS SCHEDULE**

**Note:** @ means an item is posted on our Carmen content page. Journal articles can be downloaded through the Library online journal service. LIB means an item is on reserve either at the Thompson Library or CFAES Library.

If you have not already emailed me your information sheet, please hand it in at the beginning of our first class.

**Week 1: Jan 10**

**INTRODUCTION & FOUNDATIONS**

**Shared readings to discuss in class:**

- **McMichael, Philip.** *Development and Social Change: A Global Perspective. Fourth edition.* Read the following: Timeline (p xviii), Chapters 1 & 2 (pp. 1-53). This is an undergraduate textbook and McMichael is one of the founders of the contemporary field of Development Sociology. If you are unfamiliar with development theory and policy shifts or implementation in the real world, these chapters will be useful and they are an easy read. This is an e-book available for reading online through the OSU library system.

- **@UNDP.** "Forty Years of World Development," 1989. (short article on the changing emphasis of the UNDP-United Nations Development Program during the early years. Useful to understand rapid shifts in goals and priorities as well as the consistent and overwhelmingly economic approach)
• Vandermoortele, Jan. “The MDG Story: Intention Denied.” Development and Change 42, 1, 2011:1-21 (this critique by one of the architects of the UN’s Millennium Development Goals sheds light on the not-so-obvious problems with goal selection and measurement)

Optional reading: (not required)

Week 2: Jan 17 CRITIQUES OF MODERNIZATION THEORY & DEVELOPMENT

Shared readings for discussion:
• So, Alvin. Social Change and Development. Sage, 1990. Parts I & II. Read pp. 17-37 (modernization school) and 91-109 (dependency school). Focus on the differences between the two perspectives, one is from the “First World” and the other from the “Third World.”

Optional:
• Rapley, John. Understanding Development: Theory and Practice in the Third World. Third edition. Lynne Rienner, 2007. Unlike other sources, this book flows from beginning to end and provides an overview of the theoretical positions and practices that influenced development from the 1940s through the early 2000s. I recommend a quick reading to get a “feel” for continuity and change in the policy (political) arena. (I have enough copies to share)

Week 3: Jan 24 PEOPLE VERSUS PROJECTS IN DEVELOPMENT

Some key concepts

SET 1 – Focus on PEOPLE’S NEEDS AS DEVELOPMENT STRATEGY

Shared readings:
• Krause, Monika. “Accounting for state intervention: The social histories of ‘beneficiaries.’” Qualitative Sociology 33, 2010:533-47. (how people got plugged into state managed development)
• Uvin, Peter. “From the right to development to the rights-based approach: How ‘human rights’ entered development.” Development in Practice 17, 4-5, 2007:597-606

SET 2 – Focus on PROJECTS AS DEVELOPMENT STRATEGY

Shared readings:
Optional:

**Week 4: Jan 31**  
**THE GLOBALIZATION PROJECT**

**Shared readings:**
- McMichael book (*ebook*). Pp. 149-228 (what are the key factors and policy changes that McMichael defines as the “globalization project”? How do these differ—or not—from “development”?)

**Optional:**

**Week 5: Feb 7**  
**CIVIL SOCIETY’S ROLE IN DEVELOPMENT/GLOBALIZATION**

**Shared readings:**

**Optional:**
Week 6: Feb 14

RESISTANCE TO DEVELOPMENT & GLOBALIZATION

Shared readings:
- Munck, Ronaldo. *Globalization and Contestation*, Routledge, 2007. (2 copies of the book will be available on reserve at the CFAES Library; 2 copies can be borrowed from me)

Optional:

Week 7: Feb 21

GENDER/WOMEN AND DEVELOPMENT

Shared readings:

Optional:
Week 8: February 28

GLOBAL FOOD REGIMES & FOOD SECURITY/SOVEREIGNTY

Shared readings: (class members can “pick and choose” the readings that they want to discuss & they can work in small groups or individually)

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

Optional:

- Park, Clara Mi Young, Ben White, and Julia. “We are not all the same: Taking gender seriously in food sovereignty discourse.” Third World Quarterly 36, 3, 2015:584-599.

Week 9: March 7

NEW ISSUES FOR THE NEW DEVELOPMENT SOCIOLOGY

Shared readings:


Week 10: March 13-17

SPRING BREAK: NO CLASS

Week 11: March 21

Shared reading:

The Globalizers book

Week 12: March 28

Paper 3 due
Continue discussion of The Globalizers & discussion of the ideology & rationale of development “assistance”

Additional readings:
Possible handouts.

Week 13: April 43

Struggles over Water and Land

SET 1 – LAND GRABS

  TBA

SET 2 – WATER GRABS

TBA

Week 14: April 11

CONFRONTING CLIMATE CHANGE

Shared readings:
TBA

Week 15: April 18

PULLING THINGS TOGETHER & SHARING OUR RESEARCH

We will return to topics and issues covered during the course. Class members will select those that they want to revisit. Also, we will discuss Paper 4.

If there is time, class members can share their own discipline-based research for thesis or dissertation and solicit input from other class members.