

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

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Tuesday 5:30-8:25 pm  
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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

McMichael, Philip. *Development and Social Change: A Global Perspective*. Fourth edition. Pine Forge Press, 2008. This is in e-book form and available online at the OSU Library.

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

Rapley, John. *Understanding Development: Theory and Practice in the Third World*. Third Edition. Lynne Rienner, 2007. (*I have enough copies to share one with each class member*) A good discussion of transitions in the conceptualization of development in the policy arena and the rise of globalization and neoliberalism. Strongly recommended.

**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**

#### **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 shifts in goals and priorities as well as the consistent and overwhelmingly economic approach)

### **INTRODUCTION & FOUNDATIONS**

- 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)**

- Saith, Ashwani. "From universal values to Millennium Development Goals: Lost in translation." *Development and Change* 37, 6, 2006:1167-1199.

**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."
- @Scott, Catherine. "Tradition and gender in modernization theory." In her book, *Gender and Development: Rethinking Modernization and Dependency Theory*. Lynne Rienner, 1996, pp. 23-32. A critique of gender bias in modernization
- @Grabowski, Richard. "Development as Displacement: A Critique and Alternative." *Journal of Developing Areas* 23, July 1989: 505-518 only. A critique of the destructive nature of "modernization development"

**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**

**Paper 1 due**

**SET 1 – Focus on PEOPLE'S NEEDS AS DEVELOPMENT STRATEGY**

**Shared readings:**

- Spalding, Nancy. "The relevance of basic needs for political and economic development." *Studies in Comparative International Development* 25, 3, 1990: 90-115.
- 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:**

- @de Haan, Arjan. "Development projects: Rationale and critique." Pp. 91-110 in de Haan, ed. *How the Aid Industry Works: An Introduction to International Development*. Kumarian Press, 2014.
- Landoni, Paolo and Benedetta Corti. "The management of international development projects: Moving toward a standard approach or differentiation?" *Project Management Journal* 42, 3, 2011:45-61.
- Rakowski, Cathy A. "Evaluating development: Theory, ideology, and planning in Ciudad Guayana, Venezuela." *International Journal of Contemporary Sociology* 26, 1-2, 1989: 71-91.

**Optional:**

- Rakowski, Cathy A. "Evaluating a social impact assessment: Short- and long-term outcomes in a developing country." *Society and Natural Resources* 8, 1995: 525-40.
- Diallo, Amadou and Denis Thuillier. "The success of international development projects, trust and communication: An African perspective." *International Journal of Project Management* 23, 3, 2005:237-252.
- McMichael, Philip. "Contemporary contradictions of the global development project: Geopolitics, global ecology and the 'development climate'." *Third World Quarterly* 30, 1, 2009: 247-62.
- Baker, Judy. "Evaluating the Impact of Development Projects on Poverty. A handbook for practitioners." The World Bank, 2000. Covers many projects from different countries. Interesting to skim through if you have the time. <http://siteresources.worldbank.org/INTISPMA/Resources/handbook.pdf>

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

- Bair, Jennifer. "From the politics of development to the challenges of globalization." *Globalizations* 4, 4, 2007:486-99.
- Guttal, Shalmali. "Globalisation." *Development in Practice* 17, 4/5, 2007:523-531.
- 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"?)
- @de Haan, Arjan. "Hard-nosed development: Reforms, adjustment, governance." Pp.111-134 in Arjan de Haan. *How the Aid Industry Works*. Kumarian Press, 2014.

**Optional:**

- Lachmann, Richard. "Neoliberalism, the origins of the global crisis, and the future of states." Pp. 463-484 in Gregory Hooks, ed. *The Sociology of Development Handbook*. Univ. of California Press, 2016. ebook
- @Stiglitz, Joseph. "Globalism's discontents (2002)." Pp. 295-304 in J. T. Roberts and A. B. Hite, eds. *The Globalization and Development Reader*. Blackwell, 2007.
- Abeles, Marc. "Globalization, power and survival: An anthropological perspective." *Anthropological Quarterly* 79, 3, 2006: 483-508.
- Phillips, Lynne. "Food and globalization." *Annual Review of Anthropology* 35, 2006:37-57.

**Week 5: Feb 7****CIVIL SOCIETY'S ROLE IN DEVELOPMENT/GLOBALIZATION****Shared readings:**

- Powell, Mike. "Which knowledge? Whose reality? An overview of knowledge used in the development sector." *Development in Practice* 16, 6, 2006:518-32.
- Edwards, Michael, and Gita Sen. "NGOs, social change and the transformation of human relationships: A 21<sup>st</sup> century civic agenda." *Third World Quarterly* 21, 4, 2000:605-16.
- Chandhoke, Neera. "How global is global civil society?" *Journal of World-Systems Research* XI, 2, 2005:355-371.
- Brabazon, Honor. "Development as resistance: An examination of the impact of development on globalization." *Undercurrent* 1, 1, 2004: 21-35.
- Hayward, Chris, Lyn Simpson, and Leanne Wood. "Still left out in the cold: Problematizing participatory research and development." *Sociologia Ruralis* 44, 1, 2004:95-108.
- Woolcock, Michael and Deepa Narayan. "Social capital: Implications for development theory, research, and policy." *The World Bank Research Observer* 15, 2, 2000: 225-49.

**Optional:**

- Babones, Salvatore. "What is world-systems analysis? Distinguishing theory from perspective." *Thesis Eleven* 127, 1, 2015:3-20. (explains the 3<sup>rd</sup> major perspective in Development Sociology).
- Nelson, Paul and Ellen Dorsey. "At the nexus of human rights and development: New methods and strategies of global NGOs." *World Development* 31, 12, 2003: 2013-2026.

- Cornwall, Andrea and Karen Brock. "What do buzzwords do for development policy? A critical look at 'participation,' 'empowerment' and 'poverty reduction'." *Third World Quarterly* 26, 7, 2005:1043-1060.
- Schuurman, Frans J. "Social capital: The politico-emancipatory potential of a disputed concept." *Third World Quarterly* 24, 6, 2003:991-1010.

### 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)
- Ridgeway, Sharon. "Globalization from the subsistence perspective." *Peace Review: A Journal of Social Justice* 19, 2007: 297-304.
- Townsend, Janet, Gina Porter, and Emma Mawdsley. "Creating spaces of resistance: Development NGOs and their clients in Ghana, India, and Mexico." *Antipode* 36, 5, 2004:871-889.

#### Optional:

- Schuurman, Frans J. "Critical development theory: Moving out of the twilight zone." *Third World Quarterly* 30, 5, 2009:831-48
- Almeida, Paul. "Social movements and economic development." Pp. 528-550 in Gregory Hooks, ed. *The Sociology of Development Handbook*. Univ. of California Press, 2016. **Ebook**
- Wallerstein, Immanuel. The World Social Forum still matters. On his webpage at <http://iwallerstein.com/the-world-social-forum-still-matters/>
- De Sousa Santos, Boaventura. "The World Social Forum: Toward a Counter-hegemonic Globalization (Part 1)." Paper presented at the XXIV International Congress of the Latin American Studies Association, 2003. [http://www.choike.org/documentos/wsf\\_s318\\_sousa.pdf](http://www.choike.org/documentos/wsf_s318_sousa.pdf)
- For a history of the World Social Forum movement see: Marian Pinsky. "From Reactive to Proactive: The World Social Forum and the Anti-/Alter-Globalization Movement." *McGill Sociological Review* 2010. <http://www.globalresearch.ca/from-reactive-to-proactive-the-world-social-forum-and-the-anti-alter-globalization-movement/5335844>

### Week 7: Feb 21

### GENDER/WOMEN AND DEVELOPMENT

**Paper 2 due**

#### Shared readings:

- Moghadam, Valentine. "Engendering development sociology: The evolution of a field of research." Pp. 21-47 in Gregory Hooks, ed. *The Sociology of Development Handbook*. Univ. of California Press, 2016. **ebook**
- @Moser, Caroline O. N. "Third World policy approaches to women in development." Pp. 53-78 in Moser. *Gender Planning and Development: Theory, Practice and Training*. Routledge, 1993.
- @Tinker, Irene. "The making of a field." Pp. 33-42 in I. Tinker, ed. *Persistent Inequalities*. Oxford University Press, 1990. (the "field" is "women and development")
- @Antrobus, Peggy and Gita Sen. "The personal is global: The project and politics of the transnational women's movement." Pp. 142-158 in S. Bhatliwala and L.D. Brown, eds. *Transnational Civil Society*. Kumarian Press.
- Ferguson, Lucy. "'This is our Gender Person': The messy business of working as a gender expert in international development." *International Feminist Journal of Politics* 17, 3, 2015:380-397.

#### Optional:

- @Leach, Melissa, Lyla Mehta and Preetha Prabhakaran. "Sustainable Development: A Gendered Pathways Approach." Chapter 1 (pp. 1-33) in Melissa Leach, ed. *Gender Equality and Sustainable Development*. Routledge 2016.
- Cornwall, Andrea. "Whose voices? Whose choices? Reflections on gender and participatory development." *World Development* 31, 8, 2003:1325-1342.

## **Week 8: Feb 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)**

- @Friedmann, Harriet. “From colonialism to green capitalism: Social movements and emergence of Food Regimes.” *Research in Rural Sociology and Development* Vol. 11, 2005: 227-264. (a book in a series)
- Anderson, Molly D. “Rights-based food systems and the goals of food systems reform.” *Agriculture and Human Values* 25, 2008: 593-608.
- Desmarais, Annette A. “The power of peasants: Reflections on the meanings of La Via Campesina.” *Journal of Rural Studies* 24, 2008:138-149.
- *View video before class: La Via Campesina in Movement... Food Sovereignty now! (20 min)*  
<http://vimeo.com/27473286>
- @Holt-Gimenez, Eric. “Food security, food justice, or food sovereignty?” *Food First Backgrounder* 16, 4, 2010. 4 pp. [https://foodfirst.org/wp-content/uploads/2013/12/BK16\\_4-2010-Winter\\_Food\\_Movements\\_bckgrndr-.pdf](https://foodfirst.org/wp-content/uploads/2013/12/BK16_4-2010-Winter_Food_Movements_bckgrndr-.pdf)

### **Optional:**

- Wise, Timothy and Sophia Murphy. Resolving the Food Crisis: Assessing global policy reforms since 2007.” Institute for Agriculture and Trade Policy. January 2012. 38 pp.  
<http://www.ase.tufts.edu/gdae/Pubs/rp/ResolvingFoodCrisis.pdf>
- @McMichael, Philip. “Peasants make their own history, but not just as they please.” Pp. 37-60 in S. Borras, M. Edelman, and Cristobal Kay, eds. *Transnational Agrarian Movements: Confronting Globalization*. Wiley-Blackwell, 2008.
- Borras Jr., Saturnino M. “The politics of transnational agrarian movements.” *Development and Change* 41, 5, 2010:771-803.
- Conceicao, Pedro and Ronald U. Mendoza. “Anatomy of the global food crisis.” *Third World Quarterly* 30, 6, 2009:1159-1182.
- 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.
- Phillips, Lynne. “Food and globalization.” *Annual Review of Anthropology* 35, 2006:37-57.

## **Week 9: March 7**

## **NEW ISSUES FOR THE NEW DEVELOPMENT SOCIOLOGY**

### **Shared readings:**

- Six, Clemens. “The rise of postcolonial states as donors: A challenge to the development paradigm?” *Third World Quarterly* 30, 6, 2009: 1103-21.
- Jackson, Jeffrey et al. “Interdisciplinary perspectives on the Global South and Global North.” Pp. 129-152 in Gregory Hooks, ed. *The Sociology of Development Handbook*. Univ. of California Press, 2016.  
**ebook**
- Liping, Sun. “Societal transition: New issues in the field of sociology of development.” *Modern China* 34, 1, 2008: 88-113.
- Williams, Gavin. “Studying development and explaining policies.” *Oxford Development Studies* 31, 1, 2003: 37-58.
- Mitlin, Diana, Sam Hickey, and Anthony Bebbington. “Reclaiming development? NGOs and the challenge of alternatives.” *World Development* 35, 10, 2007: 1699–1720.
- Terry, Geraldine. “No climate justice without gender justice: An overview of the issues.” *Gender & Development* 17, 1, 2009:5-18.

## **Week 10: March 13-17**

## **SPRING BREAK: NO CLASS**

## **Week 11: March 21**

## **THE GLOBALIZERS**

### **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:**

@Excerpts from Arjan de Haan. *How the Aid Industry Works*. Kumarian Press, 2009.

Possible handouts.

**Week 13: April 13**

**Struggles over Water and Land**

**SET 1 – LAND GRABS**

- De Schutter, Olivier. “How not to think of land-grabbing: Three critiques of large-scale investment in farmland.” *Journal of Peasant Studies* 38, 2, 2011:249-79.

**TBA**

- **SET 2 -- WATER GRABS**

**TBA**

**Week 14: April 11**

**CONFRONTING CLIMATE CHANGE**

**Shared readings:**

Ashwill, Maximillian, Cornelia Flora and Jan Flora. “Building Community Resilience to Climate Change: Testing the Adaptation Coalition Framework in Latin America.” The World Bank, Social Development Unit, Latin America and Caribbean Region. November 2011 (47 pp.)

**TBA**

**Week 15: April 18**

**PULLING THINGS TOGETHER & SHARING OUR RESEARCH**

**Paper 4 due**

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.