

RS 8500: DEVELOPMENT SOCIOLOGY IN THEORY AND PRACTICE

Spring Semester 2014

Cathy A. Rakowski
Office: 414C KH
Phone: 292-6447 email: rakowski.1@osu.edu
Office hours: by appointment

Thursday 5:30-8:25 pm
Room: 382 Kottman

Prerequisites: 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 though approaches vary. Development sociologists also share interests with many development economists, political economists and ecologists, development planners, development anthropologists, historians, and geographers working on development and globalization. This course presents an introduction to "development" as a field of theory and of intervention that originated following the second world war and its displacement by the political and economic ideology and policies that are referred to as "neoliberal globalization." The course also introduces students to important critiques of development and globalization as processes that reaffirm relations of exploitation and inequality within and between countries, to forms of resistance to these processes, and to strategies/policies implemented as development "alternatives" for marginalized groups. We will consider some of the specific "issues" and case studies that can help provide insight into "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.

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. Students' geographic and disciplinary interests can influence the geographic focus and nature of class discussions.

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.

Basic Readings:

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

McMichael, Philip. *Development and Social Change: A Global Perspective*. Pine Forge Press. Third edition, 2004. (I have multiple copies to share)

Jackson, Jeffrey. *The Globalizers: Development Workers in Action*. Johns Hopkins University Press, 2005. (3 copies on reserve at Main Library)

Weekly sets of readings Can be downloaded and printed from the Carmen content page or from on-line journal websites.

Other readings on reserve at the Main Library:

Arndt, H.W. *Economic Development: The History of an Idea*. University of Chicago Press, 1989. (3 copies)

Munck, Ronaldo. *Globalization and Contestation: The New Great Countermovement*. Routledge, 2007. (1 copy)

Munck, Ronaldo & Denis O'Hearn, eds. *Critical Development Theory: Contributions to a New Paradigm*. Zed Books, 1999. (1 copy)

Ziegler, Jean. *Betting on Famine: Why the World Still Goes Hungry*. The New Press, 2013. (1 copy) Note: Ohio Link has access to an e-copy that can be used online.

Requirements: Class members are expected to complete the following:

1. Participate actively in class discussions and workshops, participate in a group project and presentation, volunteer to "lead" at least 1 class discussion (this means to get the discussion going on a pre-arranged day), bring in outside materials or information relevant to class discussion, propose questions/issues from readings for discussion weekly (40%)
2. Prepare 4 short analytical papers (44%)
3. Participate in a group presentation (16%)

Strategies to bolster participation: Give all weekly assignments a quick read to provide an overview of the week's topic, then go back to particular arguments/ideas that interest you and focus on thinking about how to bring them up during class discussion. Hint: your understanding of weekly readings and your participation can be enhanced if you 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.

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 be clear, show understanding of the course material, and raise relevant questions and issues. Participation is intended to be democratic—everyone gets a chance to participate and is strongly encouraged to do so. Students with varied backgrounds enrich class discussion with their different perspectives, experiences, and insights.

The instructor will bear responsibility for lecturing on selected topics and for coordinating and leading discussions, especially for the first weeks. Student responsibility for leading and participating in class discussions should increase over time.

Four short papers/essays: (4 papers of approximately 1200-1300 words each). 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" 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; 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 at the end of this 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.

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 prepare a summary of the days' readings in order to make up for missing discussion. **Please note that we meet one day a week for 14 of the 15 weeks of Spring semester. Therefore each individual class meeting comprises 7.14% of the course!**

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 at 150 Pomerene Hall 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 minute break. In the past, students have taken turns bringing snacks for the group, but you get to vote on this.

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 item is on reserve at Main 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 9

INTRODUCTION

Assignments to be read before class:

- UNDP. "Forty Years of World Development," 1989. @
- **Handout in class:** A chronology of development in the international policy arena. 2 pp.
- Check out the UNDP's Millennium Development Goals Report for 2013 and be ready to discuss and critique specific goals that interest you. Ask yourself: Why do you think these goals made "the list of 8"? What other goals would you have included and why? What measures are used to evaluate "success" for your selected goals? Do they seem reasonable? Vague?
<http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf>
- Vandermoortele, Jan. "The MDG Story: Intention Denied." *Development and Change* 42, 1, 2011:1-21 (a critique by one of the architects of the MDGs)
- Saith, Ashwani. "From universal values to Millennium Development Goals: Lost in translation." *Development and Change* 37, 6, 2006:1167-1199. (a more hopeful assessment)

Give a quick read after you get the books (I will hand out copies in class):

- So book. pp. 11-16. (introduction to the book)
- McMichael book. Read from xx to xxxix in 3rd edition (establishes his version of a "global perspective" with a useful "timeline")

Optional reading:

- Arndt. pp. 9-46. (gives a sense of the underpinnings and precursors of development policy pre-1948) LIB and (this chapter) @

Week 2: Jan 16

DEVELOPMENT AS ECONOMIC GROWTH/MODERNIZATION

In the beginning....

Shared readings for discussion:

- McMichael book. Pp. 1-149 in 3rd edition (especially 39-71 and 116-149). [focus on the main points he makes regarding how development as a policy objective came about and how it established the underpinnings for neoliberal globalization; skim the case examples in boxes]
- So book. Pp. 17-87. [pay attention to the discussion of how "development" was conceptualized theoretically and what the "modernization approach" is; scan the research chapters to get a sense of how research was related to how development was conceptualized and think about how the modernization approach is tied to development as a policy objective as described by McMichael]
- Williams, Gavin. "Studying development and explaining policies." *Oxford Development Studies* 31, 1, 2003:37-58. [explains development as an ideological, dualist project and uses examples from Africa]
- Sachs, Wolfgang. An excerpt from "Introduction," in W. Sachs, ed. *The Development Dictionary: A Guide to Knowledge as Power*. 1992. [read pp. 1-5 only] @
- Bring Handout from last week

Example for class discussion: Urban and economic planning for development in Venezuela. Rakowski, Cathy. "Evaluating development: Theory, Ideology and planning in Ciudad Guayana, Venezuela." *International Journal of Contemporary Sociology* 26, 1989:71-92. @

Week 3: Jan 23

CRITIQUES OF THE MODERNIZATION APPROACH

Shared readings:

- So. Part II. The Dependency School. Pp. 91-165 (as we did last week, read about the perspective then scan the research studies to get a sense of how the perspective changed and what kind of research may have contributed to this. Note: dependency theory had limited policy impact in Latin America and almost nowhere else)
- 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. @
- Grabowski, Richard. "Development as Displacement: A Critique and Alternative," *Journal of Developing Areas* 23, July 1989: 505-518 only. (focus on his critique of modernization and his simple proposed alternative to "disruptive" policies)
- Bring the chronology handout from Week 1

Example for class discussion: view this film before class: *Hungry for Profit*, reserved at the Media Library on our RS 8500 media list. We will view parts of it in class and discuss the impact of international agribusiness on hunger and poverty. It is 80 min. so if you don't have time to view it all, try to view at least the first half of it before class and you can watch the rest later. The film presents both a modernization perspective and a critical dependency perspective.

Week 4: Jan 30

PEOPLE, POVERTY & THE DEVELOPMENT AGENDA

Paper 1 due

Shared readings:

- Goulet, Denis & C. Wilber. "Human Dilemma of Development," in C. Wilber & K. Jameson, eds. *Political Economy of Development and Underdevelopment*. 1992. pp. 469-477 (the authors weigh critiques of "development" against reality of extreme poverty) @
- Spalding, Nancy. "The relevance of basic needs for political and economic development." *Studies in Comparative International Development* 25, 3, 1990: 90-115. (the basic needs approach was an initiative of development economists who were appalled by increased poverty and the failure of the belief that development benefits would "trickle down" to the poor; it inspired self-help housing, food for work, cash transfers, and other anti-poverty programs)
- McGee, Rosemary. "Participating in development," in U. Kothari & M. Minogue, eds. *Development Theory and Practice: Critical Perspectives*. 2002, pp. 92-116. (the popularity of "participatory" development as a concept) @
- Long, Norman. "Appendix: Cornerstones of an actor-oriented approach." Pp. 240-243 in his book *Development Sociology: Actor Perspectives*. Routledge, 2001. (take a quick look at his outline here) @
- 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. @

- 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. (short and to-the-point)

Example for class discussion: We will consider the case of Community-led Total Sanitation (CLTS) and how it links a top-down project design that emphasizes a certain type of "participation" and "capacity building." (read Bongartz article above) Short video we will view in class:

<http://www.youtube.com/watch?v=TnRPsUwCT30>

Week 5: Feb 2

NEOLIBERALISM AND GLOBALIZATION

Special events this Thursday and Friday: sociologist J. Timmons Roberts will speak on Climate Justice (Thursday, 4:10) and Climate Negotiations at the Global Level (Friday, noon"ish"); more info to follow

BY THIS WEEK WE NEED TO SELECT COURSE TOPICS FOR WEEKS 13 to 15

Shared readings:

- Guttal, Shalmali. "Globalisation." *Development in Practice* 17, 4/5, 2007:523-531.
- McMichael. Pp. 152-236 in 3rd edition (focus on the major factors and policy changes that led to the rise of neoliberalism and what McMichael calls the "globalization project"—for example, technological advances that were considered universal, globalizing markets, debt crisis and structural adjustment)
- McMichael, Philip. "Chapter 8: The Globalization Project in Crisis." Pp. 215-250 in *Development and Social Change: A Global Perspective*. 5th edition. Sage, 2012. @
- 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. @
- Check out this web page for strong critiques of the WTO, IMF, and structural adjustment: <http://www.globalissues.org/article/42/the-wto-and-free-trade>
- The film, *Hungry for Profit*, viewed earlier in the semester, provided examples of globalization too.

Examples for class discussion: Bring to class news items to discuss that focus on our dependence on China for the production of cell phones (including iPhones), Africa for the precious metals that go into cell phones, and Bangladesh for the assembly of cheap clothing for stores like Walmart and Target. We will see how we can tie these (or other) examples to our discussion of today's readings.

Week 6: Feb 13

PEWS/WORLD SYSTEM & THE NEW DEVELOPMENT SOCIOLOGY

Shared readings:

- So. pp. 169-260. **Skim** (So wrote his book when WS was just achieving importance among academics studying "development;" now the approach is called the Political Economy of the World System (PEWS), also referred to as the world-economy)
- Wallerstein, Immanuel. "Land, space and people: Constraints of the capitalist world-economy." *Journal of World Systems Research* 18, 1, 2012:6-14. (a contemporary issue he theorizes)
- Chase-Dunn, Christopher. "Five linked crises in the contemporary world-system." *Journal of World Systems Research* 19, 2, 2013:175-180. (one of the most important WS theorists today)

In-class Workshop: choose either set of articles to read. We will discuss in class. (all articles provide examples of shifts in development sociology)

SET 1:

- Liping, Sun. "Societal transition: New issues in the field of the sociology of development." *Modern China* 34, 1, 2008:88-113.
- Young, Gay. "Introduction: Key issues and directions for the sociology of development." *International Journal of Sociology and Social Policy* 25, 1+2, 2005:1-9
- Bair, Jennifer. "From the politics of development to the challenges of globalization." *Globalizations* 4, 4, 2007:486-99.

SET 2:

- Goldman, Michael. "Speculative urbanism and the making of the next world city." *International Journal of Urban and Regional Research* 35, 3, 2011:555-81.
- Roy, Ananya. "Slumdog cities: Rethinking subaltern urbanism." *International Journal of Urban and Regional Research* 35, 2, 2011: 223-38.

Week 7: Feb 20

A FOCUS ON DEVELOPMENT ASSISTANCE

The politics of aid: who benefits?

Paper 2 due

Shared reading: *The Globalizers* (3 copies on reserve at Main Library;
Some will need to purchase it or make a copy of library copy)

Week 8: Feb 27

RESISTANCE TO GLOBALIZATION

Shared readings:

- Sachs, Jeffrey. "The antiglobalization movements (2005)." Pp. 356-359 in in Roberts, J. T. and Amy B. Hite, eds. *The Globalization and Development Reader*. Blackwell, 2007. @
- Munck, Ronaldo. "Reaction and globalization: Nationalists, patriots, and Jihadists." Pp. 110-26 in R. Munck. *Globalization and Contestation*, Routledge, 2007. @
- 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>
- 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
- For a history of the World Social Forum movement see: <http://www.globalresearch.ca/from-reactive-to-proactive-the-world-social-forum-and-the-anti-alter-globalization-movement/5335844>
- Official webpage of La Via Campesina, international office: <http://viacampesina.org/en/>

Examples we will discuss in class: World Social Forum and La Via Campesina.

Week 9: March 6

MICROENTERPRISE DEVELOPMENT & MICROFINANCE

Genuine development from the bottom up?

Shared readings:

- Meade, Jason. "An examination of the microcredit movement." 2001. Connexions.org Located at <http://www.connexions.org/CxLibrary/Docs/CX6992-MeadeMicrobank.htm>
- 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.
- Dowla, Asif. "In credit we trust: Building social capital by Grameen Bank in Bangladesh." *The Journal of Socio-Economics* 35, 1, 2006:102-122. <http://newsfrombangladesh.net/dbimages/212040-0-article%20on%20Micro%20Credit.pdf>
- Handout on the advantages/disadvantages of "informal sector" activities.

Example to discuss in class: Grameen Bank and the Utteran microcredit program.

Film "Community" reserved at Media Library at our course playlist; we will view in class today (24 min.)

Strongly Recommended:

- Learn more about the Grameen Bank and its linking of microcredit with community organizing and development from its website; check out the 16 principles: http://www.grameen-info.org/index.php?option=com_content&task=view&id=28&Itemid=177
- Learn more about Utteran and how it has grown: <http://www.uttaran.net/>

Week 10: March 13

SPRING BREAK: NO CLASS

Week 11: March 20

THE STRUGGLE OVER WATER

Select which set of readings you want to do next week

Paper 3 due

Shared readings:

- Filmer-Wilson, Emilie. "The human rights-based approach to development: The right to water." *Netherlands Quarterly of Human Rights* 23, 2, 2005:213-241.
- Bakker, Karen. "The 'commons' versus the 'commodity': Alter-globalization, anti-privatization and the human right to water in the global South." *Antipode* 39, 3, 2007:430-455. (focus on the last portion of the paper where she compares the 3 major policy and water management approaches)
- Barlow, Maude and Tony Clarke. "Who owns water?" *The Nation*, September 2, 2002. <http://www.ratical.com/co-globalize/whoOwnsWater.html>
- Assies, Willem. "David versus Goliath in Cochabamba: Water Rights, Neoliberalism, and the Revival of Social Protest in Bolivia." *Latin American Perspectives* 30, 3, 2003: 14-36 (about the "water wars" that resulted in Bolivia cancelling privatization and expelling Bechtel)
- **View Video before class:** *Always Coca Cola* <http://www.youtube.com/watch?v=ZRFyfTnxj80> (28 min)

Example to discuss in class: Coca-Cola in India (Quit India campaign, Killer Coke campaign)

- **Strongly recommended: Video to view outside of class:** *Thirst*, on reserve at Media Library (1 hour) [about struggles of people around the world, including Stockton California, to have a voice in deciding who will manage their water; includes scenes of debates from the first World Water Forum]

Week 12: March 27

THE STRUGGLE OVER FOOD

Special events this week: More info to come

March 25, Tuesday: Mini-Symposium on Transnational Indigeneity

March 28, Friday: Cristina Coc, Belizean indigenous environmental activist

Set 1: readings to choose from on food security and food regimes

- 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. @
- Otero, Gerardo, Gabriela Pechlaner, and Efe Can Gurcan. "The political economy of 'food security' and trade: Uneven and combined dependency." *Rural Sociology* 78, 3, 2013:263-289.
- Anderson, Molly D. "Rights-based food systems and the goals of food systems reform." *Agriculture and Human Values* 25, 2008:593-608.
- McMichael, Philip. "Banking on agriculture: A review of the *World Development Report 2008*." *Journal of Agrarian Change* 9, 2, 2009:235-46.
- Land, Tim. "What is food and farming for? The (re)emergence of health as a key policy driver." *Research in Rural Sociology and Development* Vol. 11, 2005:123-44. @
- Holt-Gimenez, Eric and Loren Peabody. "From food rebellions to food sovereignty: Urgent call to fix a broken food system." *Food First Backgrounder* 14, 1, Spring 2008. 6 pp.
http://international.uiowa.edu/files/international.uiowa.edu/files/file_uploads/bgrspring2008-FoodRebellionstoFoodSovereignty.pdf
- Consider some cases presented in *Hungry for Profit* film.

Set 2: readings to choose from on land grabs:

- Lavers, Tom. "'Land grab' as development strategy? The political economy of agricultural investment in Ethiopia." *The Journal of Peasant Studies* 39, 1, 2012:105-32.
- Koopman, Jeanne and Iba Mar Faye. "Land grabs, women's farming, and women's activism in Africa." Conference paper for Land Deal Politics Initiative, October 17-19, 2012.
<http://www.cornell-landproject.org/download/landgrab2012papers/Koopman.pdf>
- Zoomers, Annelies. "Introduction: Rushing for land: Equitable and sustainable development in Africa, Asia and Latin America." *Development* 54,1, 2011:12-20. @
- McMichael, Philip. "The land grab and corporate food regime restructuring." *The Journal of Peasant Studies* 39, 3-4, 2012:681-701.
- Woodhouse, Philip. "New investment, old challenges: Land deals and the water constraint in African agriculture." *The Journal of Peasant Studies* 39, 3-4, 2012:777-94. [focuses on both land buyers and land sellers]
- **Video:** Food crisis and the global land grab documentary - *Planet for Sale?*
<http://www.youtube.com/watch?v=IU1-PpxqeZc> [54 min] (excellent source of information from vantage point of investors and vantage point of people and countries affected) Consider showing this in class.

Week 13: April 3

GROUP 1 topic

TBA

Week 14: April 10

GROUP 2 topic

TBA

Week 15: April 17

TOPIC TBA

TBA

Final Paper due by next Monday

Possible topics for Weeks 13-15:

1 Aid and conflict: avoiding involvement in conflict, working under conditions of conflict, peacekeeping, Doctors without Borders...

2 Human rights issues: what they are, violations (genocide, torture, extrajudicial executions, rape as a weapon of war), HR advocacy, asylum, Amnesty International...

3 Vulnerable populations: children, the elderly, disabled, refugees, those living with HIV, etc.

Other ideas????

Paper Topics – See instructions at beginning of syllabus

Paper 1. Select 2 or 3 of the readings from the first 3 weeks. What stands out for you as key aspects of the modernization approach? Why do you think that this approach and its emphasis on “modernization” and “economic growth” have been so persistent over time, even when there has been considerable criticism of racism/sexism/disrespect for other cultures and economic systems? What is your position on this approach. Cite authors whose ideas inspire you. The idea is to provide you an opportunity to think more deeply about modernization theory and/or policies.

Paper 2. Focus on readings for Weeks 4-7 that interest you. Analyze the different ways that people are included in discussions of development and/or neoliberalism/globalization. (E.g., are people discussed as objects, subjects/agents, tools?) And which people? What is your position on what should be the place/importance of social issues and people in development theories and policy? Is this realistic given the evidence so far? Cite authors whose ideas inspire you. The idea is to provide you an opportunity to think more deeply about this issue.

Paper 3. Choose any issue/topic that we discussed Weeks 7-11 to write on. Evaluate what you learned from the issue/topic and how it contributes to your understanding of development and/or globalization. Provide your own critical assessment of the issue or topic.

Paper 4. Choose a topic of your choice that is relevant to what we have discussed in this class, including in group presentations. Make sure that you link your topic to development or neoliberalism or globalization or resistance to globalization, etc. E-mail it to me by the Monday after our last class

Note: Be sure to use correct grammar and spelling and make your discussions/arguments compelling and convincing (and interesting). Be sure to cite all sources. And be sure to let me know which ideas are yours (original ideas—don't be afraid to write "I").

MUNCHIES

Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	

Note: if for some reason you are unable to do this for day you volunteered, be sure to contact another class member to arrange a switch OR contact me if unable to arrange a switch.

Want to read more? Here are recommendations for each week.

Week 1: Jan 9

INTRODUCTION

Recommended reading:

- Arndt. pp. 9-46. (gives a sense of the underpinnings and precursors of development policy pre-1948) LIB and (this chapter) @

Week 2: Jan 16

DEVELOPMENT AS ECONOMIC GROWTH/MODERNIZATION

Recommended readings:

- Rostow, Walter. Chapters 1, 2 and 3 of *The Stages of Economic Growth*. Cambridge University Press, 1968. pp. 4-35. (I strongly suggest giving this a quick look. It is one of the most influential concepts in modernization theory and policymakers in the global south still talk about "stages") @
- Arndt. "Development as growth." pp. 49-88. (if you want, give it a quick read for a sense of the history and complexity; he includes historical details not considered in McMichael or So) LIB
- Inkeles, Alex. "Making men modern." *American Journal of Sociology* 75, 2, 1969:208-225. (the classic concept of "modern men"—and he does mean "men") @
- Esteva, Gustavo. "Development." Pp. 6-25 in W. Sachs, ed. *The Development Dictionary: A Guide to Knowledge as Power*. 1992. [postmodernist discussion of development discourse in the policy arena] @

Week 3: Jan 23

CRITIQUES OF THE MODERNIZATION APPROACH

Want to read more? Optional readings:

- Escobar, Arturo. "Planning," in W. Sachs, ed. *The Development Dictionary: A Guide to Knowledge as Power*. 1992. pp. 132-144 (a cynic's view). (an indictment of social engineering) @
- Mies, Maria. "Myth of Catching Up Development." In M. Mies & V. Shiva. *Ecofeminism*. Zed, 1993. pp. 55-64 only (focus on her critique of the idea that "developing" countries can "catch up" to "developed" countries) @
- Edwards, Michael. "How relevant is development studies?" In F. Schuurman, ed. *Beyond the Impasse: New Directions in Development Theory*. Pp. 77-91. @

Week 4: Jan 30

PEOPLE, POVERTY & THE DEVELOPMENT AGENDA

Recommended readings:

- Peruse the following website to get a sense of the reasoning behind and objectives of participatory, people-centered planning and monitoring as it is implemented by countries in the European Union: <http://portals.wi.wur.nl/ppme/?Home> (this is an extensive website used by Wageningen University to train development practitioners and academics; we may have time to focus more closely on this in a later class)
- Cornwall, Andrea & Karen Brock. "What do buzzwords do for development policy? A critical look at 'participation', 'empowerment' and 'poverty reduction'." *Third World Quarterly* 26, 7, 2005:1043-60.
- Reddy, B. Suresh and M. Snehalatha. "Sanitation and personal hygiene: What does it mean to poor and vulnerable women?" *Indian Journal of Gender Studies* 18, 3, 2011:381-404.
- Arndt. pp. 89-114. (historical overview of the shift to a more "humane" development between 1965-

1975; includes a range of influences and trends, especially non US/European) LIB

- Stiefel, Matthias & Marshall Wolfe. "An Inquiry into Participation." Chapter 1 in M. Stiefel & M. Wolfe. *A Voice for the Excluded: Popular Participation in Development*. Zed, 1994. pp. 1-21. (looks at the diverse forms/meanings of "participation" as it was mandated by development agencies, primarily in the 1970s & 1980s, precursors to day's conceptualization) @
- World Development Movement. "One size for all: A study of IMF and World Bank poverty reduction strategies." Report, September 2005, 19 pp. Download report at <http://www.wdm.org.uk/one-size-all-study-imf-and-world-bank-poverty-reduction-strategies>

Week 5: Feb 2

NEOLIBERALISM AND GLOBALIZATION

Recommended readings:

- Carroll, Wm. & Jean Philippe Sapinski. "The global corporate elite and the transnational policy-planning network, 1996-2006." *International Sociology* 25, 4, 2010:501-38. (how global corporate elites manipulated policies in order to protect their interests)
- Check out this web page for strong critiques of the WTO, IMF, and structural adjustment: <http://www.globalissues.org/article/42/the-wto-and-free-trade>

Week 6: Feb 13

PEWS/WORLD SYSTEM & THE NEW DEVELOPMENT SOCIOLOGY

Recommended readings:

- Wallerstein, Immanuel. Chapters 18 and 20 from *Unthinking Social Science: The Limits of Nineteenth-Century Paradigms*. Polity Press, 1991. pp. 237-256, 266-272 (Wallerstein's precise and concise layout of his original World System approach, somewhat different from So's depiction) @
- Robinson, William. "Globalization and the sociology of Immanuel Wallerstein: A critical appraisal." *International Sociology* 26, 6, 2011:723-45.
- Abeles, Marc. "Globalization, power and survival: An anthropological perspective." *Anthropological Quarterly* 79, 3, 2006:483-508.

Week 7: Feb 20

A FOCUS ON DEVELOPMENT ASSISTANCE

Recommended:

- Barron, Patrick, Rachael Diprose, and Michael Woolcock. *Contesting Development: Participatory Projects and Local Conflict Dynamics in Indonesia*. Yale University, 2011. (you can get access to this as an ebook through OSU library; a wonderfully detailed account of the local level disruption generated by a well-meaning development program and how local conflicts were handled; advice on how to anticipate and design projects to avoid contributing to disruption)
- Check out what has been happening in Haiti post-earthquake/multiple hurricanes. There are many youtube videos and articles on line about this. Check out the case of the Caracol industrial park—located in a fragile ecosystem, displaced local agriculture and fishing, imported workers from Dominican Republic, failed to achieve the number of assembly plants promised, failed to provide needed local infrastructure, and was built in a non-earthquake region using recovery funds.

Week 8: Feb 27

RESISTANCE TO GLOBALIZATION

Recommended readings:

- Zapatista Movement, Chiapas, Mexico: <http://www.movements.org/case-study/entry/zapatista-army-of-national-liberalization/> and/or http://en.wikipedia.org/wiki/Zapatista_Army_of_National_Liberation (another anti-globalization movement by indigenous people in Chiapas, Mexico)
- Official webpage of La Via Campesina, international office: <http://viacampesina.org/en/>
- More background/insight into World Social Forum: <http://www.globalresearch.ca/the-anti-globalization-movement-and-the-world-social-forum-another-world-is-possible/5335181> and/or http://en.wikipedia.org/wiki/World_Social_Forum
- Escobar, Arturo. "Other Worlds Are (Already) Possible: Self-organization, Complexity and Post Capitalist Cultures." Pp. 393-404 in Sen, Jai and Peter Waterman, eds. *World Social Forum Challenging Empires*. Black Rose Books, 2004. <http://www.unc.edu/~aescobar/text/eng/escobar.2009.WSF.pdf>
- Brabazon, Honor. "Development as resistance: An examination of the impact of development on globalization." *Undercurrent* 1, 1, 2004:21-35.

Week 9: March 6

MICROENTERPRISE DEVELOPMENT & MICROFINANCE

Recommended readings:

- Karim, Lamia. "Demystifying micro-credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh." *Cultural Dynamics* 20, 1, 2008:5-29.
- Fine, Ben. "The development state is dead—long live social capital?" *Development and Change* 30, 1, 1999:1-19.
- Rakowski, Cathy. "Microenterprise as a World Wide Movement: Some Cautionary Notes." *Social Development Issues* 21, 2, 1999: 56-65. @
- Learn more about the Grameen Bank and its linking of microcredit with community organizing and development from its website; check out the 16 principles: http://www.grameen-info.org/index.php?option=com_content&task=view&id=28&Itemid=177
- Learn more about Utteran and how it has grown: <http://www.uttaran.net/>

Week 11: March 20

THE STRUGGLE OVER WATER

Optional reading/viewing:

- Hall, David, Emanuele Lobina, and Robin de la Motte. "Public resistance to privatization in water and energy." *Development in Practice* 15, 3-4, 2005:286-
- Spronk, Susan. "Water and sanitation utilities in the global south: Re-centering the debate on 'efficiency'." *Review of Radical Political Economics* 42, 2, 2010:156-74.
- Karthika, Annapoorna. "Bottling up a corporate giant: Victory of a mass movement." Covalence Ethical Quotation System, Analyst Paper. 2008. [about Coca-Cola case in India] <http://www.ethicalquote.com/docs/BottlingUpaCorporateGiant.pdf>

Recommendations:

- Phillips, Lynne. "Food and globalization." *Annual Review of Anthropology* 35, 2006:37-57. [interesting look at how food has been mobilized globally as a commodity and how idea of globalization has been nourished through food with mobility of people and ideas about cuisine/nutrition]
- DeSchutter, Olivier. "The transformative potential of agroecology." Pp. 223-42 in *Food Movements Unite!*, E. Holt-Gimenez, ed. Food First Books, 2011. @
- Bartlett, Andrew. "No more adoption rates! Looking for empowerment in agricultural development programmes." *Development in Practice* 18, 4-5, 2008:524-538.
- Rosset, Peter. "Moving forward: Agrarian reform as a part of food sovereignty." Pp. 301-21 in P. Rosset, R. Patel, M. Courville, eds. *Promised Land: Competing Visions of Agrarian Reform*. Food First Books, 2006. @
- McMichael, Philip. "Peasants make their own history, but not just as they please..." Pp. 37-60 in S. Borras, M. Edelman, C. Kay, eds. *Transnational Agrarian Movements: Confronting Globalization*. Wiley-Blackwell, 2008.
- Chu, Jessica. "Gender and 'land grabbing' in Sub-Saharan Africa: Women's land rights and customary land tenure." *Development* 54, 1, 2011:35-39. @
- Fairhead, James, Melissa Leach, Ian Scoones. "Green grabbing: A new appropriation of nature?" *The Journal of Peasant Studies* 39, 2, 2012:237-61. [appropriation of land & resources for environmental ends]
- Wise, Timothy A. "The true cost of cheap food." *Resurgence* 259, March/April 2010. 3 pp. Get this short article at <http://www.resurgence.org/magazine/article3035-the-true-cost-of-cheap-food.html>
- Holt-Gimenez, Eric. "Food Security, Food Justice or Food Sovereignty?" *Food First Backgrounder* 16, 4, 2010: 4 pp. http://international.uiowa.edu/files/international.uiowa.edu/files/file_uploads/FoodMovementsWinter2010bckgrndr.pdf