

**RS 892(N): RURAL SOCIOLOGY OF DEVELOPMENT AND SOCIAL CHANGE**  
**Winter 2010**

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*Prerequisites: This is a graduate seminar course.*

**Introduction:** This is a survey course designed to acquaint students with the sociology of international development and social change. This is a diverse and rapidly-changing field of theoretical debates, approaches, research issues and related policies. The course includes attention to the interface between sociology and development economics, planning, development anthropology, history, geography, and related fields. It also relates social science theories and empirical research with the international policy arena and with planned development and global markets as policy objectives. Readings emphasize "classic" and contemporary development issues and theories, globalization and economic restructuring, and social objectives such as social justice and equality.

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 share their on-going research or analysis with the instructor and the class.

Readings are selected with two goals in mind: 1) to provide analytical tools for assessing development perspectives and problems, and 2) to reveal the complexity and contradictions in development theory and practice. The course draws on theories and experiences applied to Latin America, Africa and Asia. However, students' geographic and disciplinary interests can influence the geographic focus and nature of class discussions. Students will choose the subject matter for two classes and we will work together to put together readings and a class discussion on the chosen topics.

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

- a) understand the origins and evolution of theory and research in development and social change,
- b) understand how theory and research influence development policy and practice and vice versa,
- c) have a basic grasp of a range of development problems and issues at both the macro and the micro levels and of the dilemmas faced by development planners and "beneficiaries,"
- d) be able to recognize and critique the ideological positions and vested interests implicit in particular theories, policies, and research,
- e) understand the opportunities and obstacles facing social scientists concerned with development theory and policy.

**Required Readings** (available through bookstore and on reserve at FAES-Ag Library):

A. Y. So. *Social Change and Development: Modernization, Dependency, and World-System Theories*.

Newbury Park: Sage, 1990. 2 copies on reserve

McMichael, Philip. *Development and Social Change: A Global Perspective*. Pine Forge Press. Third edition, 2005 or Fourth edition, 2008. (His main arguments are presented in almost identical terms in either edition. What is different are the case examples he uses to illustrate principles and the attention he gives to globalization "resistance" movements.) 1 copy of fourth edition on reserve; 2 copies of third edition on reserve.

Weekly sets of readings Almost all can be downloaded and printed from Electronic Reserve or a website. Some will be provided as handouts.

**Highly Recommended** (available on reserve at FAES-Ag Library):

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

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

William Easterly. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done so Much Ill and so Little Good*. Penguin Books, 2006. 2 copies on reserve

Recommended readings:

There is one set of recommended readings on reserve at the FAES library. In a folder titled *Recommended Readings*. They include readings that students may volunteer to present in class. The only exceptions are items indicated as available online.

**Requirements:** Students are expected to complete the following:

1. Participate actively in class discussions and workshops (35% of grade)
2. Post comments to Carmen, report on outside readings, prepare questions and lead discussion of specific shared readings (25%)
2. Prepare 4 short papers of approximately 1000-1200 words each (40%)

**Explanation of Readings:**

The So book presents an overview of the three major theoretical approaches and types of research on development which have dominated among social scientists and which have both influenced and been influenced by development policy and practice. So's emphasis is on the link between theory and research in "the field of development" broadly defined. He approaches development as an interdisciplinary academic "field" with policy implications. Through his book and related articles we can see the evolution and stagnation of theories of development and social change.

McMichael's book was written as a basic text that presents an overview of social change and development in the late twentieth century. It is a narrative that retraces the story of development as an increasingly global enterprise designed to integrate nation states. He breaks the book into two overlapping sections. The first focuses on what he calls the "development project"--planned economic and social change in the policy field of development--and its intersection with the restructuring of capitalist production on a global level. The second focuses on what he calls the "globalization project" which stresses "free" trade, neoliberal economics, and unfettered markets. This book provides us with a context within which to understand development theories and policies and the shift of policy emphasis to globalization. It also represents an excellent example of how to apply the world system approach to an analysis of global economic and social change (and uses case studies to illustrate).

The Arndt book presents a chronological overview of development as "a policy objective." His discussion overlaps with So and McMichael. But, as a historian, he focuses more on summarizing a historically situated and complex view of competing viewpoints and the names behind these viewpoints. His book takes us only through the mid-1980s. Arndt serves as a type of reference book on predominant themes and major thinkers in early development policy.

The Munck and O'Hearn book presents essays on the "crisis" facing development as an intellectual and practical project and sets out various alternatives that have emerged. In particular, the book exposes us to "postmodern" critiques of development as a Eurocentric concept and suggests strategies for finding other ways of knowing and being that are not just mirrors of the West. Some essays also analyze globalization as a not-so-new incarnation of long-established structures of international

capitalism (an approach that intersects with world systems analyses). Finally, some essays propose new ways of integrating a critical political economy perspective with concerns for gender and cultural issues.

The Easterly book, *White Man's Burden*, is a critique of foreign aid and the top-down, expert driven (and military and political influence) approach. Written by a well-known development economist, the book focuses on the things that have gone wrong as the "West" tries to develop "the rest" in its own image. In particular, Easterly focuses on contemporary issues of poverty and some of the proposed strategies for addressing poverty (i.e., microfinance) and the reasons given for poverty (people are in a "poverty trap"). He juxtaposes these discussions with much data and anecdotes about failed interventions and their costs. This is not an "academic" book—it is meant to be read by a diverse public and counters some of the proposals of economist Jeffrey Sachs that emphasize modernization and foreign aid as the answer to world poverty.

The weekly sets of shared readings (a type of coursepack) fulfill the following objectives: a) provide a closer look at the writings of a major development theorist or approach, b) emphasize the ongoing debates among theorists and planners, c) bridge the gap between theory, research, planning, and practice, d) introduce students to some major issues and policy thrusts and e) explore past and current issues in the sociology of development and related social sciences.

*Because this is a "survey" of a broad and growing field, there is an assumption underlying the course that, once introduced to certain approaches and readings, students will follow up (during this quarter or later) on those they find useful or interesting for their future work. Our goal is to get a good sense of the field and its major debates and links to the policy arena.*

#### **Explanation of Requirements:**

**General class discussion and workshops:** Discussion will concentrate on making sense of and evaluating the changing theories, issues, and policies for development as addressed by the readings or presented in class. The point is for students to be able to discern, familiarize themselves with, and discuss theories, policies, and issues and to place these in the changing context of development and globalization. **\*\*A suggestion:** give all weekly assignments a quick read and then go back to particular arguments/papers that interest you and focus on thinking about those arguments/papers for class discussion. Another strategy to bolster your understanding of readings and your participation is to outline major points, prepare an abstract for papers, or prepare a "chart" comparing a days' readings on major points or themes.

**Carmen: We** will use the Carmen system. 24 hours before each class, post notes, comments, questions to explore, etc. for the following day's class. We will take turns assuming responsibility for specific readings and/or discussion. I will post things to think about at least 48 hrs. before each class. The day of class, print out all the notes and comments for that day and bring them to class to facilitate discussion.

At times, students will be asked to assume individual responsibility or work in small groups to identify and analyze the main ideas in a particular reading, or lead discussion of and make connections among a set of readings.

Participation will be evaluated primarily in terms of content-- questions should be interesting and relevant and interventions should be cogent, clear and concise. Participation should be *democratic*—everyone gets a chance to participate.

The instructor will bear responsibility for lectures and for coordinating and leading workshops and some discussions, especially early in the course. Student responsibility for class discussions should increase over time.

**Short papers and final essay:** (4 papers of approximately 1000-1200 words each). All papers must be typed or wordprocessed with correct spelling and grammar (minor exceptions will be allowed only for those for whom English is a recently-acquired language). References should be on a separate page. I specify word counts only to encourage "comparability" of papers and, therefore, fairness in evaluating them. Critical thinking, 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.

Five paper topics are outlined at the end of this syllabus. You will choose three of the first four for the first three papers. Everyone will choose her/his own topic for the fourth paper.

Each paper will be graded and handed back with feedback. Any student who so desires may rewrite the *first short paper only and resubmit it for final grading*; the original version with the instructor's comments *must be attached* to the rewrite. In this way, we have a chance to clarify expectations for papers and polish up presentation of analyses.

Students of varied backgrounds and levels enrich class discussion with their different perspectives and approaches. Similarly, students at all levels of study can write papers and engage in discussions that are thoughtful, clear, show understanding of the course material, and raise relevant questions and issues. As in all courses, there will be comparison of individual performance to standards and to other students' work. The instructor reserves the right to consider a student's background, discipline of study, and other relevant factors in an effort to be fair and take into account factors that may affect style and focus.

#### **General Policies:**

Due dates No papers will be accepted late unless the student has verifiable proof of an emergency or serious illness. If you anticipate a conflict, you should immediately bring this to my attention so we can work it out together. There will be no incompletes for this course unless the student has written, verifiable proof of an emergency or serious illness which prevents finishing the course **and** the student has completed at least two-thirds of the requirements satisfactorily.

Attendance Students are expected to attend all classes. If a student misses a class, it is her/his responsibility to get notes from other students. Remember, *participation is a very critical part of the grade*. An absent student cannot participate and students cannot make up a missed class with extra work. Your postings on Carmen will be given full credit only for classes you attend; failure to attend means postings receive half credit. Postings and attendance affect the participation 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.

Plagiarism Any student suspected of plagiarizing written work will 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 as soon as possible.

**Food for Thought:** I will provide hot water and fixings for cocoa, tea and coffee. Students can bring their own snacks or we could take turns bringing snacks for the group.

# SCHEDULE

**THIS IS A DRAFT ONLY - WILL BE REVISED**

**Note:** @ = on electronic reserve. A web address means you can access it directly. OSCAR = can access through OSCAR. OHIOLINK = can access through Ohio Link. LIB = on reserve at the FAES Library. Handout = I will provide to you in class.

## Week 1:

## INTRODUCTION TO THE POLICY FIELD OF DEVELOPMENT

**Tuesday: Introduction and "business meeting"**

**Thursday: xxxx**

### Shared readings:

- UNDP. "Forty Years of World Development," 1989 and other UN items. Handout
- Check out the current mission statement and programs at the UNDP WebSite <http://www.undp.org/about/> -- including the Millennium Development Goals <http://www.undp.org/mdg/>
- Sachs, Wolfgang. An excerpt from "Introduction," in W. Sachs, ed. THE DEVELOPMENT DICTIONARY: A GUIDE TO KNOWLEDGE AS POWER. 1992. pp. 1-5 Handout
- Development chronology. Posted to Carmen before class

### Read also as soon as possible:

- So book. pp. 11-16. (introduction to the book)
- McMichael book. Read from xx through page xlii in 2<sup>nd</sup> edition or xx to xxxix in 3<sup>rd</sup> edition (establishes "global perspective")

### Recommended reading:

- Arndt. pp. 1-48. (gives a sense of the underpinnings of development policy pre-1948) LIB

## Week 2:

## DEVELOPMENT AS ECONOMIC GROWTH/MODERNIZATION

**Tuesday: Development as a National Economic Project**

### Shared readings for discussion:

- Rostow, Walter. Chapters 1, 2 and 3 of THE STAGES OF ECONOMIC GROWTH. Cambridge University Press, 1968. pp. 4-35. (One of the most influential concepts in modernization theory) Handout
- McMichael. Pp. 1-76 (especially 42-76 on the "development project") in 2<sup>nd</sup> edition OR 1-73 in 3<sup>rd</sup> edition (especially 39-73).

### Recommended readings:

- Arndt. pp. 49-88. (Strongly recommend that you give it a quick read for a sense of the history and complexity) LIB
- Easterly. Part I in WHITE MAN'S BURDEN. LIB
- Escobar, Arturo. "Economics and the Space of Development: Tales of Growth and Capital." Chapter 3 in ENCOUNTERING DEVELOPMENT. Pp. 55-85 (If you are really interested in development economics, this chapter presents a postmodern, anthropological discussion of economics as a cultural construct and argues that economic theories are a product of the context and time in which they originate; good overview of origins of Neoliberal and classical economics) LIB
- Sutcliffe, Bob. "The place of development in theories of imperialism and globalization," in Munck & O'Hearn book. Pp. 135-145 only (discusses development proposals and debates in 1960s-70s; pp 146-154 introduce globalization as imperialism debate). LIB

## Thursday: Sociological theories of modernization

### Shared readings:

- So. Pp. 17-87.

### Recommended readings:

- Inkeles, Alex. "Making men modern." In A. Inkeles & M. Sasaki, eds. *COMPARING NATIONS AND CULTURES: READINGS IN A CROSS-DISCIPLINARY PERSPECTIVE*. Prentice Hall, 1996. pp.571-85. \_\_\_\_\_ LIB
- Huntington, Samuel. "The Goals of Development." In A. Inkeles & M. Sasaki, eds. *COMPARING NATIONS AND CULTURES: READINGS IN A CROSS-DISCIPLINARY PERSPECTIVE*. Prentice Hall, 1996. pp. 469-483. LIB

## Week 3:

## CRITIQUES AND ALTERNATIVES

### Tuesday: critiques of the modernization approach...

#### Shared readings:

- @ Grabowski, Richard. "Development as Displacement: A Critique and Alternative," *JOURNAL OF DEVELOPING AREAS* 23, July 1989: 505-518. (focus on his proposed alternative)
- @ Spalding, Nancy. "The relevance of basic needs for political and economic development." *STUDIES IN COMPARATIVE INTERNATIONAL DEVELOPMENT* 25, 3, 1990. pp. 90-115. (an excellent update of the basic needs approach, its economic rationality, and economic and political obstacles to implementation)
- @ George, Susan. "How the poor develop the rich," in M. Rahnema & V. Bawtree, eds. *THE POST-DEVELOPMENT READER*. Zed books, 1997. pp. 207-13.

#### Recommended readings:

- Mies. "Myth of Catching Up Development." In M Mies & V. Shiva. *ECOFEMINISM*. Zed, 1993. pp. 55-64 only (focus on the concept of "catching up") LIB \_\_\_\_\_
- Streeten, Paul. "Why Basic Needs?" in P. Streeten, ed. *FIRST THINGS FIRST: MEETING BASIC HUMAN NEEDS IN DEVELOPING COUNTRIES*. 1981. pp. 8-45 (THE classic on the basic needs approach) LIB
- Easterly. *WHITE MAN'S BURDEN*. Part II. LIB

## Thursday: Workshop

*Paper option A due*

## Week 4:

## DEVELOPMENT AS SOCIAL OBJECTIVE

### Tuesday: development as social objective

#### Shared readings:

- @ Goulet, Denis & C. Wilber. "Human Dilemma of Development," in C. Wilber & Jameson, eds. *POLITICAL ECONOMY OF DEVELOPMENT AND UNDERDEVELOPMENT*. 1992. pp. 469-477
- Anything on line by Jeffrey Sachs about how to solve hunger and poverty.  
<http://www.time.com/time/magazine/article/0,9171,1034738,00.html>  
[http://www.motherjones.com/news/qa/2005/05/jeffrey\\_sachs.html](http://www.motherjones.com/news/qa/2005/05/jeffrey_sachs.html)  
[http://www.newyorker.com/archive/2005/04/11/050411crbo\\_books](http://www.newyorker.com/archive/2005/04/11/050411crbo_books)  
Or another article you locate.

**Read 1 of these SETS of readings:**

**SET 1**

- @ 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. (Diverse meanings of "participation" in projects when the concept was first introduced and mandated)
- @ McGee, Rosemary. "Participating in development," in U. Kothari & M. Minogue, eds. *DEVELOPMENT THEORY AND PRACTICE: CRITICAL PERSPECTIVES*. 2002, pp. 92-116. (takes us up to the current popularity of "participatory" development as a concept)

**SET 2**

- Mohan, Giles. "Participatory development: From epistemological reversals to active citizenship." *GEOGRAPHY COMPASS* 1/4, 2007: 779-796. Online through Oscar
- @ Mohan, G. & K. Stokke. "Participatory development and empowerment: the dangers of localism." *THIRD WORLD QUARTERLY* 21, 2, 2000: 247-68.

**Recommended readings:**

- Arndt. pp. 89-114. (historical overview of the shift to a more "humane" development) LIB
- Edwards, M. & G. 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. LIB \_\_\_\_\_
- Easterly. *WHITE MAN'S BURDEN*. Part III. LIB

**Thursday: DEVELOPMENT WORKSHOP**

Check out this website to prepare for the workshop: <http://portals.wi.wur.nl/ppme/?Home>

**Week 5:**

**PLANNING: TECHNICAL EXERCISE AND IDEOLOGY**

**Tuesday: top-down development planning**

*Paper option B due*

**Shared 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).
- @ Meliczek, Hans. "The Planning of Rural Development Programs," in *RESEARCH IN RURAL SOCIOLOGY AND DEVELOPMENT*, Vol. 3. 1987. pp. 27-41. (a "how to" article)
- @ Williams, Gavin. "Studying development and explaining policies." *OXFORD DEVELOPMENT STUDIES* 31, 1, 2003: 37-58.

**Recommended readings:**

- Chambers, Robert. "The New Professionalism: Putting the last first." From *RURAL DEVELOPMENT: PUTTING THE LAST FIRST*. 1983. Plus tables. (how professionals bias plans and programs & how to change that) LIB
- Easterly. *THE WHITE MAN'S BURDEN*. Parts I. LIB \_\_\_\_\_

**Thursday: PLANNING WORKSHOP**

**Shared reading:**

- @ Rakowski, Cathy. "Evaluating Development: Theory, Ideology, and Planning in Ciudad Guayana, Venezuela," *INTERNATIONAL JOURNAL OF CONTEMPORARY SOCIOLOGY* 26, January-April 1989: 71-92. (focus on the evaluation of what went wrong/right)

Tuesday: dependency & neo-Marxist theory

**Shared readings:**

- So. pp. 91-165
- McMichael pp. 77-145 in 2<sup>nd</sup> edition or pp. 74-151 in 3<sup>rd</sup> edition (focus on discussion of transnational corporations and debt).

**Recommended readings:**

*The following are "classics" of dependency theory on reserve for those who want to read the originals. I strongly suggest that you read at least one of them to get a better sense of the depth and breadth of the analyses:*

- Frank, A G. "The Development of Underdevelopment," in P. F. Klarén and T. J. Bossert, eds. PROMISE OF DEVELOPMENT: THEORIES OF CHANGE IN LATIN AMERICA. Westview, 1986. pp. 111-123. LIB
- Dos Santos, Teotonio. "The Structure of Dependence," in Wilber, ed. THE POLITICAL ECONOMY OF DEVELOPMENT AND UNDERDEVELOPMENT. 1973. pp. 109-117. LIB
- Amin, Samir. "Underdevelopment and Dependence in Black Africa--Origins and Contemporary Forms," JOURNAL OF MODERN AFRICAN STUDIES 10, 4, 1972. pp. 503-24. LIB

Thursday: World Systems: a method first, then a theory (sometimes lumped with "dependency")

Paper option C due

**Shared reading:**

- So. pp. 169-260.
- McMichael—what we have read so far. (his analysis represents a WS approach; what makes it WS?)

**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 World System approach) LIB

Tuesday: the "globalization project"

**Shared readings:**

- McMichael. pp. 147-238 in 2<sup>nd</sup> edition or pp. 152-237 in 3<sup>rd</sup> edition. (Focus on arguments not details)

**Recommended readings:**

- Kothari, U., M. Minogue & J. DeJong. "The political economy of globalization," in U. Kothari & M. Minogue, eds. DEVELOPMENT THEORY AND PRACTICE: CRITICAL PERSPECTIVES. 2002, pp. 16-34. LIB \_\_\_\_\_
- Mittelman, James. "Globalization: captors and captives," in J. Mittelman, ed. CAPTURING GLOBALIZATION, Routledge, 2001, pp. 1-17. LIB

## Thursday: How we got an "impasse"

*Paper option D due*

### **Shared readings:**

#### **Read 1 of the following SETS**

##### **SET 1**

- @ Munck, Ronaldo. "Deconstructing development discourses: of impasses, alternatives and politics," in Munck & O'Hearn book, pp. 196-210.
- @ Edwards, Michael. "How relevant is development studies?" In F. Schuurman, ed. BEYOND THE IMPASSE: NEW DIRECTIONS IN DEVELOPMENT THEORY. Pp. 77-91.
- @ Pieterse, Jan N. "Trends in development theory." Pp 1-17 in DEVELOPMENT THEORY: DECONSTRUCTION/RECONSTRUCTION. Sage, 2001.

##### **SET 2**

- @ Manzo, Kate. "Modernist discourse and the crisis of development theory." STUDIES IN COMPARATIVE INTERNATIONAL DEVELOPMENT 26, 2, 1991. pp. 3-36.
- @ Sylvester, Christene. "Development studies and postcolonial studies: disparate tales of the 'Third World'." THIRD WORLD QUARTERLY 20, 4, 1999: 703-721.

## Week 8:

### Tuesday:

### **WOMEN/GENDER & DEVELOPMENT**

#### **Shared readings:**

- @ Tinker, Irene. "Adverse Impact of Development on Women," in I. Tinker & M. B. Bramsen, eds. WOMEN AND WORLD DEVELOPMENT. ODC, 1976. pp. 22-34. (how it all got started)
- @ Moser, Caroline. "Third World Policy Approaches to Women in Development," Chapter 4 in GENDER PLANNING AND DEVELOPMENT: THEORY, PRACTICE AND TRAINING. 1993. pp. 55-79 (just scan it quickly for a sense of how policy approaches changed)
- @ Kabeer, Naila. "Gender equality and women's empowerment: a critical analysis of the third Millennium development goal." GENDER AND DEVELOPMENT 13, 1, 2005:13-24.

#### **Recommended readings:**

- Scott, Catherine. "Rereading modernization and dependency theory." In her GENDER AND DEVELOPMENT: RETHINKING MODERNIZATION & DEPENDENCY THEORY. 1995. pp. 1-19. LIB
- Cornwall, Andrea. "Whose voices? Whose choices? Reflections on gender and participatory development." WORLD DEVELOPMENT 31, 8, 2003: 1325-42. Online through Oscar \_\_\_\_\_

### Thursday:

### **SOCIAL CAPITAL & GRASSROOTS MOVEMENTS**

#### **Shared readings:**

- @ Freire, Paulo. Excerpts from "Pedagogy of the Oppressed," in C. K. Wilber, ed. THE POLITICAL ECONOMY OF DEVELOPMENT AND UNDERDEVELOPMENT. 1973. Focus on excerpts on pp. 410-14, 416-19, 423.
- McMichael. Pp. 239-304 in 2<sup>nd</sup> edition or pp. 238-308 in 3<sup>rd</sup> edition. (give it a quick read to get a sense of resistance movements)
- @ Woolcock, M. & Deepa Narayan. "Social capital: implications for development theory, research, and policy." THE WORLD BANK RESEARCH OBSERVER 15, 2, 2000:225-49.

OR

- Fine, Ben. "The development state is dead—long live social capital?" DEVELOPMENT AND CHANGE 30, 1, 1999:1-19. Online through OSCAR

**Recommended:**

- Clark, John. "Building grassroots movements." In DEMOCRATIZING DEVELOPMENT. 1991, Pp. 89-103 LIB
- Long, Norman. "The case for an actor-oriented sociology of development." In his book DEVELOPMENT SOCIOLOGY: ACTOR PERSPECTIVES. 2001. Pp. 9-29 & 240-243. LIB \_\_\_\_\_

**Week 9:**

**Tuesday:**

**CHOOSE A TOPIC**

**Thursday:**

**CHOOSE A TOPIC**

**Week 10:**

**BEYOND THE IMPASSE**

**Tuesday: Recent shifts in theorizing development**

**Shared readings:**

- @ Carter, Michael. "Intellectual openings and policy closures: Disequilibria in contemporary development economics," in F. Cooper and R. Packard, eds. INTERNATIONAL DEVELOPMENT AND THE SOCIAL SCIENCES. UC Press, 1997, pp. 119-49.
- @ White, Sarah. "Thinking race, thinking development." THIRD WORLD QUARTERLY 23, 3, 2002:407-19.
- @ Portes, Alejandro. "Neoliberalism and the Sociology of Development: Emerging Trends and Unanticipated Facts." POPULATION AND DEVELOPMENT REVIEW 23(2), June 1997:229-259.

**Recommended readings:**

- Rahnema, Majid. "Towards post-development: searching for signposts, a new language and new paradigms," in M. Rahnema & V. Bawtree, eds. THE POST-DEVELOPMENT READER, Zed, 1997, pp. 377-405. LIB
- Cammack, Paul. "Neoliberalism, the World Bank and the new politics of development," in U. Kothari & M. Minogue, eds. DEVELOPMENT THEORY AND PRACTICE: CRITICAL PERSPECTIVES. 2002, pp. 157-178. LIB

**Thursday:**

**WINDING UP AND WINDING DOWN**

We will meet to view "Hungry for Profit" and to eat pizza!! IN THIS NOW CLASSIC FILM, YOU WILL FIND ALMOST ALL OF THE MAJOR THEORETICAL APPROACHES AND POLICY THEMES FROM THIS COURSE!

*Paper 4 due*

## Short Papers and Final Essay

*See syllabus for other details*

Papers 1-3. **Choose 3 of the 4 options:** [All should be about 1000-1200 words]

Option A. **Due Week 3.** Select 2 or 3 of the readings on economic growth and modernization. Why do you think that these approaches and strategies have been so persistent over time? For example, what are the strengths and weaknesses in their arguments, political acceptability, methods? What is your position on this approach. Cite authors whose ideas inspire you.

Option B. **Due Week 5.** Select 2-3 of the readings that discuss social dimensions of development. Analyze the different ways that people are included in discussions of development and/or plans and strategies. (E.g., are people discussed as objects, subjects/agents, tools,..?) What does this say about the place of people relative to development objectives? How might this affect development implementation and outcomes? What is your position on the place/importance of social issues and people in development theories and policy? Cite authors whose ideas inspire you.

Option C. **Due Week 6.** Dependency theory (and other neo-Marxist approaches) and the World Systems approach directly contradict and critique modernization approaches by introducing the notions of power relations and exploitation beyond national borders. However, they still preserve the underlying rationale that development is about economics and consumptions and that change is inevitable and evolutionary. Use the readings/theorists from the dependency and World System approaches to critique and discuss the contributions of dependency theory. For example, can you think of ways that development planners could use dependency ideas to formulate policies and projects? You can be creative here. You may find it useful to read one of the "classics" on reserve.

Option D. **Due Week 7.** McMichael says that "developmentalism" has been replaced by "globalism" or "the globalization project." Some authors discuss globalization from sociological and others from economic perspectives. Given what you have read about globalization, what seem to be the major differences and similarities between the concept of globalization and the concept of modernization as development? What do you think the popularity of the concepts of globalization and free markets mean for planned national development and/or for social welfare and poverty alleviation? What does development mean today? Your ideas can be imaginative yet reasonable and likely will vary by discipline and interests. Cite authors/sources that influenced you.

**Paper 4.** Everyone does this one. Choose your own topic from the class to explore more deeply in this essay. You can bring use examples of development or globalization experiences and/or issues from outside class. Due Week 11

## OVERVIEW OF THE QUARTER

Wk	Tuesday	Thursday
1	Introduction	Development as theory, ideology, policy.
2	Development as a national economic project	Sociological theories of modernization
3		Critiques of modernization... PAPER OPTION A DUE
4	Development as social objective	Development Workshop
5	Planning. PAPER OPTION B DUE	Planning Workshop
6	Dependency & neo-Marxist theory	World Systems PAPER OPTION C DUE
7	Globalization	The impasse PAPER OPTION D DUE
8	Gender/women and development	Social capital & grassroots movements
9	CHOOSE A TOPIC	CHOOSE A TOPIC
10	Beyond the Impasse	PAPER 4 DUE

**PRINT OUT, FILL IN AND HAND IN TO ME THE FIRST DAY OF CLASS**

Student Information Sheet--RS 892, Autumn 2007

Name:

Phone numbers and email:

Note: check your OSU email frequently for announcements.

Department/Program of study:

Your level (1st yr MA, 3rd yr PhD, etc.):

Have you read either of the following books for other classes?:

Philip McMichael's yes no

Alvin So's yes no

Prior courses with development/social change content (please give dept and content--I won't know what course numbers mean):

Experience in developing country or development agency:

Your specific countries and issues of interest:

Why you are taking this course?: