

Sociology 442
Africana Studies 442
Comparative Poverty and Development

Fall 2015
Tues/Thur 2:10-3:25 pm
HSS 105

Instructor: Dr. Paul K. Gellert
Office Hours: Tuesdays & Thursdays 9:30-10:30 am, or by appointment
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COURSE DESCRIPTION

In this course, we will critically examine the historical roots and contemporary manifestations of poverty and development in the global South. The empirical examples and case material for this class will focus on Africa and Asia, especially Indonesia where I have conducted research for many years.

The course will begin with an interrogation of the basic concepts of “poverty” and “development” as they have been understood in the post-World War II era. Students will learn about various development theories that attempt to explain why some countries (and actors, groups, classes, etc.) are poor while others are wealthy. These theories will then be applied and tested in relation to various areas of practice including gender and work; health and disease; debt and aid, and agrarian change. We will explore policies and practices that produce and perpetuate poverty as well as those that aim to alleviate poverty and promote development. The course will conclude with broad exploration of alternatives to development and consideration of how climate change may, in Naomi Klein’s words, “change everything.”

This course is a *writing emphasis* course. Students will be expected to write over 6000 words total (including 2 short assignments and 1 long research paper).

Course Goal and Learning Objectives

The primary goal of the course is to provide students with a rigorous theoretical, historical and empirical understanding of poverty and development. Along the way, via class exercises, discussions and a final research project, students will be expected to apply what they learn.

Specific learning objectives for the course are that students should, by the end of this course:

- Know various definitions and measures of poverty, including absolute and relative
- Know various definitions and theories of development, including modernization, dependency, and world-systems

- be able to connect the historical forces to contemporary efforts at national development poverty alleviation
- be able to collect and analyze cross-national data on development indicators
- be able to design and write a sociological research paper on economic development and poverty in one or more countries
- be able to collaborate effectively with your peers

BOOKS and READINGS

The following books have been ordered at UT’s VolShop. Or you may purchase from other sources.

Li, Tania. 2014. *Land's End: Capitalist Relations on an Indigenous Frontier*. Durham, NC: Duke University Press. **REQUIRED**.

Peet, Richard and Elaine Hartwick. 2015. *Theories of Development*. 3rd Edition. New York: The Guilford Press. **OPTIONAL**. 2nd edition is also acceptable.

Various readings will be made available on the course Blackboard website and are indicated **BB** on the syllabus.

Assessment

Class work

Participation	15 percent (150 points)
Homework (2)	10 percent (100 points)

Exams

Midterm exam	20 percent (200 points)
Take-home final exam	15 percent (150 points)

Research

Research paper	30 percent (300 points)
... and group presentation	10 percent (100 points)

TOTAL 100 percent (1000 points)

Extra credit up to 4 percent (40 points)

I will periodically give extra credit opportunities throughout the semester, typically based on attending a campus event that is related to topics in the course. Feel free to bring such events to my attention. To get credit, *you must submit a one page document to me within one week of the event. See “Extra Credit Instructions” in the Assignments tab of Blackboard for instructions.* Maximum 4 events; maximum 10 points per write-up.

I will *not* give students individualized extra credit. Also, no last-minute efforts to get extra credit will be allowed. The final deadline for submission of extra credit documents is November 24.

Grading Scale

A:	930 to 1000 points
A-:	900 to 929
B+:	870 to 899
B:	830 to 869
B-:	800 to 829
C+:	770 to 799
C:	730 to 769
C-:	700 to 729
D:	600 to 699
F:	below 600

Add/Drop Deadline

without “W” – August 28, 2015

with “W” – November 10, 2015

REQUIREMENTS

Course expectations:

Take this class seriously. This class demands that you, as a student, come to class prepared, engaged, and ready to move quickly and deeply into the main issues of our readings. It demands that you have advanced knowledge and understanding of sociology and globalization and are ready to synthesize your prior knowledge in relation to new work in this course.

It also demands that you develop a critical orientation to the material in the course. Probably everybody has an opinion (and assumptions) about poverty and development. **Being critical does not mean simply having an opinion**, and it is **not the same as being negative**. It means that you think through the material in course, beyond lecture, beyond reading, and develop innovative analytical connections between your own ideas and the new concepts you encounter. As a class, we will seek to develop a well-informed, critical foundation from which to think about poverty and development in today’s world. This effort will include questioning where our assumptions come from, how they are enacted via policies and practices throughout the world, and most importantly, what alternative and more just paths might be possible.

Learning Environment and Ground Rules:

Student responsibility: Your active attention is expected, and, therefore, *cell phones and other devices (e.g., iPads) should be turned off. Laptops may be used for note taking.* However, it is not appropriate to use class time to check email and social media. *Late entries and early departures are not permitted (unless otherwise approved) as they are disruptive to all.*

Professor responsibility. It is my responsibility to come prepared for each class, be available outside of class, and to lead us in the learning process in a respectful and thoughtful manner. I will be an active learner with you in the space we create.

Reading

You should complete readings prior to the class period for which they are assigned. Students are responsible for all assigned readings whether they are discussed in class or not. Many of the reading in this course are aimed at an audience of professional social scientists. As a result, you may find some of them difficult. When reading these materials, you should focus on identifying the author's main theoretical points without getting lost in historical, statistical or other empirical details. If you have difficulty completing a reading, I advise skimming the whole reading rather than closely reading just a part of it.

Classwork

Participation – I expect all students to participate fully in Sociology 442 across the semester. Please notify Dr. Gellert well in advance of any scheduled absences (athletic or other). I will take attendance, and more than 4 absences will negatively affect your grade.

Group work – Early in the semester, I will divide you into groups of 4 students (or in some cases 3 students). I have allocated significant class time to getting acquainted and establishing group norms. In addition, you will remain in these groups for multiple group discussions. Importantly, these groups will conduct joint research projects (see research project below) and give a group presentation. At the end of the semester, you will be asked to complete a confidential peer and self-evaluation on the effort and quality of participation.

I recognize that some students are more comfortable with this group requirement than others, but expressing your ideas, having them challenged by your peers and instructor, and responding to such input are vital components of the learning process. In addition, learning how to cooperate and collaborate are important skills.

Homework

There will be 2 short homework assignments. First, you will write a short paper about poverty at the beginning of the semester. Second, you will present data from the cross-national data exercise and analyze it. Each assignment will be about 2 to 3 pages.

Exams

There will be an in-class midterm and a take-home final exam. Both exams will be comprised of short answer or essay questions with some student choice.

Research project

The research project for this course will be an investigation of development and poverty in one country. In your group of 3 or 4 students, you will select a country of focus. Together, you will research the broad historical trajectory of development of the country you choose. Then, individually you will research one component of development such as health, education, indigenous rights, environment, gender, agrarian relations, industrialization, middle class development, democracy, rule of law, etc. At the end of the research you will have two major requirements:

Group presentation – each group will present their research to the class. Group presentations will last approximately 15 minutes and will be graded on 4 criteria:

- clarity of presentation
- depth of research and analysis
- creativity (incorporating data images, pictures, very short video clips, music, etc.)

- integration of presentation across group members (in other words, I would like you to offer not just 3 or 4 mini-presentations, but 1 integrated research project)

Research paper – each student will write an individual paper on a focused research question about your particular country. These papers will incorporate both research that has been conducted collectively in the group (including sharing of sources) and research conducted individually on the component that you have chosen. Final papers should be approximately 12 to 15 pages and include at least 8 academically credible sources (international data, academic journal articles, book chapters, NGO reports, etc.). With appropriate care and analysis, you may include – but should not rely on – blogs, questionable quality websites, and Wikipedia entries.

OTHER IMPORTANT INFORMATION

UT Campus Syllabus

Please refer to the University of Tennessee Campus Syllabus for information regarding: University Civility Statement, Academic Integrity, Disabilities that Constrain Learning, your role in improving teaching and learning through course assessment, and key resources for students. It is available here: <http://tenntlc-utk-edu.wpengine.netdna-cdn.com/files/2012/11/CAMPUS-SYLLABUS1.pdf>

Academic Integrity

Plagiarism is the presentation of others' ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all of the work—except for that which is attributed to another author or creator—is your own.

You are responsible for keeping your work/actions from having even the *appearance* of plagiarism or cheating. “Plagiarism is using the intellectual property or product of someone else without giving proper credit” (e.g. HILLTOPICS: Student Handbook). Examples include copying the work of someone else (an author, someone who is taking/has taken the class, or anyone else) and turning it in as your own work or looking at someone else's exam to get answers. Any evidence of academic dishonesty on a paper/exam will result in a zero for that assignment and possible failure of the course.

I am serious about plagiarism and have caught – and failed – students in the past. Unfortunately, some of you do not know the difference between appropriate and inappropriate copying and pasting. I will discuss examples of paraphrasing, quoting, and proper citation during the semester. If you have any questions, please ask!

Students with Disabilities

If you need course adaptations or accommodations because of a documented disability, please contact the Office of Disability Services at 2227 Dunford Hall (telephone/TTY 974-6087; e-mail ods@utk.edu) to ensure that you are properly registered for services. I also recommend that you notify me of your situation so that I can make necessary accommodations.

Help with your writing

The Writing Center provides individual assistance to any student needing help with writing. They do not edit your papers for you, however. Please see <http://writingcenter.utk.edu/> for more information, useful handouts, hours of operation, etc.

Class Schedule

This schedule is tentative and subject to change at any time. I may alter dates, topics, or assignments based on course progress or outside circumstances. I will provide notification of changes as far in advance as possible via Blackboard and e-mail.

Readings are either in the Li and Peet & Hartwick books or marked **BB** and available via the class Blackboard website. Please complete the readings **before** the relevant class sessions.

Color codes indicate the following:

Homework and Research Papers

Exams

Small group discussions

Films

Group presentations

8/20 Introduction: What is Development?

READ

Li, Tania. 2014. *Land's End: Capitalist Relations on an Indigenous Frontier*. Durham, NC: Duke University Press.

- Pp. 1-15 (first half of Introduction)

Optional:

Nederveen-Pieterse, Jan. 2009. *Development Theory*. 2nd Edition. New York: Sage Publications.

- Chapter 1, Trends in Development Theory, pp. 1-18 **BB**

8/25 & 27 What is poverty? Who is poor and why?

8/25 **Meet @ Hodges Library Room 213**

Film *The End of Poverty?*

8/27 No class (Dr. Gellert traveling)

Homework: Reading and film response paper due by midnight on Thursday 8/27!

READ

Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done about It*. Oxford University Press. Chapter 1, pp. 3-15 **BB**

Rahnema, Majid. 1992. "Poverty." Pp. 158-76 in *The Development Dictionary*, edited by W. Sachs. New York: Zed Books. **BB**

Optional

Peet, Richard and Elaine Hartwick. 2015. *Theories of Development*. 3rd Edition. New York: The Guilford Press.

- Chapter 1, Growth versus Development, pp. 1-22 **BB**

For details on the film, see <http://www.theendofpoverty.com>

9/1 & 3 Class Overview and Groups

9/1 What is poverty? What is development?

9/3 Establishing groups: introductions for rest of semester's class discussions and group projects

READ

Li, Tania. 2014. *Land's End: Capitalist Relations on an Indigenous Frontier*. Durham, NC: Duke University Press.

- Chapter 1 "Positions"

Optional

Angus Maddison. 2001. "The World Economy: A Millennial Perspective." OECD. Pp. 27---31, 44-48, and 125-130. **BB**

Easterly, William. 2002. *The Elusive Quest for Growth*. The MIT Press. Chapter 1. **BB**

Sen, A. (1999). *Development as Freedom*. New York: Anchor Books. Chapters 1-2. **BB**

9/8 & 10 Colonial Roots and Inventing the 'Third World'

9/8 Colonial roots

Film excerpt *Kings and Coolies*

9/10 Inventing the 'Third World' and establishing the Development Project

Film excerpt *Economic Hitmen*

READ

Acemoglu, Daron, Simon Johnson, and James Robinson. 2014. *Development and Underdevelopment* 5th edition

- Chapter 10, The Colonial Origins of Comparative Development **BB**

Hochschild, Adam. 1998. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. New York: Houghton Mifflin Company.

- Introduction; Prologue: 'The Traders are Kidnapping Our People'; and Chapter 8, Where There Aren't No Ten Commandments" **BB**

Prasad, Vijay. 2012. *The Poorer Nations: A Possible History of the Global South*. New York: Verso.

- Introduction: The Third World Project, pp. 1-13 **BB**

Sachs, Wolfgang. 1992. *The Development Dictionary*. New York: Zed Books.

- Esteva, Gustavo, "Development." Pp. 6-25 **BB**

Optional

McMichael, Philip. 2012. *Development and Social Change: A Global Perspective*. 5th Edition. Los Angeles, CA: Sage.

- Chapter 3, "The Development Project, International Framework" pp. 55-79 **BB**

9/15 & 17 Development Theories: modernization, dependency, world-systems

9/15 Development theories

9/17 Small group discussion

READ

Nederveen-Pieterse, Jan. 2009. *Development Theory*. 2nd Edition. New York: Sage Publications.

- Chapter 1, Trends in Development Theory, pp. 1-18 **BB** [repeat from 8/20]
- Chapter 3, The Development of Development Theory, pp. 36-53 **BB**

Optional

Peet, Richard and Elaine Hartwick. 2015. *Theories of Development*. 3rd Edition. New York: The Guilford Press.

- Chapter 4, Development as Modernization, pp. 119-160
- Chapter 5, Marxism, Socialism, and Development, pp. 163-221

9/22, 24, 29 Gender, work and the global assembly line

9/22 Lecture; Film excerpt *Global Assembly Line*

9/24 Lecture

9/29 Small group discussion

READ

Li, Tania. 2014. *Land's End: Capitalist Relations on an Indigenous Frontier*. Durham, NC: Duke University Press.

- Chapter 2, “Work and Care”

Caraway, Teri L. 2007. *Assembling Women: The Feminization of Global Manufacturing*. Ithaca: Cornell University Press.

- Introduction, pp. 1-14; **BB**
- Chapter 1 “From Cheap Labor and Export-Oriented Industrialization to the Gendered Political Economy Approach,” pp. 15-35 **BB**
- Chapter 2 “Feminized Ghettos” pp. 36-61 **BB**
- Chapter 3 “Appealing Women and Permissive Institutions” pp. 62-80 **BB**

Optional

Peet, Richard and Elaine Hartwick. 2015. *Theories of Development*. 3rd Edition. New York: The Guilford Press.

- Chapter 5, “Feminist Theories of Development” **BB**

Elson, Diane and Ruth Pearson (1981) “Nimble Fingers Make Cheap Workers: An Analysis of Women’s Employment in Third World Export Manufacturing.” *Feminist Review* 7: 87- 107. **BB**

Krugman, Paul (1997) “In Praise of Cheap Labor: Bad Jobs at Bad Wages are Better than No Jobs at All.” *Slate*, April 27; available online at <http://www.slate.com/id/1918>.

10/1 & 6 Research papers / review and Midterm Exam

10/1 Research paper assignment / review

10/6 MIDTERM EXAM (in class)

10/8 Cross-National data and Library Research

Meet @ Hodges Library, Room 128. Bring laptops! If you do not have a laptop, you can check one out from the library.

READ:

Milanovic, Branko. 2007. *Worlds Apart: Measuring International and Global Inequality*. Princeton University Press. Chapters 1-3.

Jerven, Morton. 2013. *Poor Numbers: How we are Misled by African Development Statistics and What to Do About It*. Ithaca, NY: Cornell University Press.

- Chapter 1, What do we know about Income and Growth in Africa, pp. 8-32
- Chapter 3, Facts, Assumptions, and Controversy, pp. 55-82

10/13 - 20 Health, disease and philanthropy... (Africa)

10/13 Lecture

10/13 Cross-national data homework due by midnight!

10/15 FALL BREAK

Conference at UT on “Ecologically Unequal Exchange”

10/20 Research paper workshop; small group meetings

READ

Neelakantan, Vivek. 2015. “Disease Eradication and National Reconstruction.” *IIAS Newsletter*. July. **BB**

Ferguson, J. (1994). *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota Press. Chapter **BB**

Fox, Renee C. 2014. *Doctors without Borders*. Ch. 8 “In Khayelitsha” **BB**

Optional

Peet, Richard and Elaine Hartwick. 2015. *Theories of Development*. 3rd Edition. New York: The Guilford Press.

- Chapter 3 From Keynesian Economics to ..., pp. 63-89

Packard, R. 1997. ‘Visions of Postwar Health and Development and their Impact on Public Health Interventions in Developing Countries,’ Pp. 93-118 in Packard, R. & F. Cooper (eds.) *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*. Berkeley: University of California Press. **BB**

Mitchell, T. (2002). *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press. Chapter: “Can the Mosquito Speak?” **BB**

10/22 - 29 Debt, Aid and Poverty... (Africa and Asia)

10/22 'Washington Consensus' and debt

10/27 Aid and poverty

10/29 **small group discussion**

READ

UN Millenium Development Goals 2013 Fact Sheets

Available at <http://www.un.org/millenniumgoals/bkgd.shtml>

- Goal 1 (eradicate extreme hunger and poverty) and
- Goal 8 (global partnership for development)

Peet, Richard and Elaine Hartwick. 2015. *Theories of Development*. 3rd Edition. New York: The Guilford Press.

- Chapter 3 From Keynesian Economics to Neoliberalism pp. 90-118.

Carroll, Toby. 2012. *Delusions of Development: The World Bank and the post-Washington Consensus in Southeast Asia*. London: Palgrave-MacMillan.

- Chapter 8, "A SIN-ful approach to poverty reduction?", pp. 180-207

Easterling, William. *The White Man's Burden*. Excerpt. Pp. **BB**

Hanlon, Joseph, Armando Barrientos, and David Hulme, "Introduction" and "Chapter 3: Cash Transfers Today" in *Just Give Money to the Poor: The Development Revolution from the Global South* (2013) **BB**

Optional

Easterly, William (2009), "Can the West Save Africa?", *Journal of Economic Literature*

Werker, Eric, Faisal Z. Ahmed, and Charles Cohen. 2009. "How Is Foreign Aid Spent? Evidence from a Natural Experiment." *American Economic Journal: Macroeconomics*, 1(2): 225-44.

Easterly, William and Claudia Williamson, Rhetoric versus Reality: The Best and Worst of Aid Agency Practices, *World Development*, 2011

11/3 & 5 Peasant differentiation, resistance, & rebellion ... (Asia)

READ:

Li, Tania. 2014. *Land's End*.

- Chapter 4

Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. Yale University Press.

- Excerpt **BB**

11/10 GROUP RESEARCH PRESENTATIONS

11/12 GROUP RESEARCH PRESENTATIONS

11/17 GROUP RESEARCH PRESENTATIONS

11/19 & 24 Alternative Development, Alternatives to Development and Post-Development

11/19 lecture

11/24 **Small group discussion**

READ

Li, Tania. 2014. *Land's End*.

- Chapter 5 “Politics Revisited” and Conclusion

Peet, Richard and Elaine Hartwick. 2015. *Theories of Development*. 3rd Edition. New York: The Guilford Press.

- Chapter 8 Critical Modernism and Democratic Development

Sandbrook, Richard. 2014. *Reinventing the Left in the Global South: The Politics of the Possible*. Cambridge University Press.

- Excerpt TBD

Optional

Lebowitz, Michael A. 2006. *Build it Now: Socialism for the 21st Century*. New York: Monthly Review Press.

- Ch. 1 & 7

Sandbrook, Richard. 2011. “Polanyi and Post-neoliberalism in the Global South: Dilemmas of Re-embedding the Economy” *New Political Economy* 16(4): 415-443. DOI: 10.1080/13563467.2010.504300

TUESDAY 11/24 INDIVIDUAL RESEARCH PAPERS DUE BY MIDNIGHT!!!!

11/26-27 Thanksgiving Break

12/1 Climate change: this changes everything

READ

Klein, Naomi. 2014. *This Changes Everything*. **BB**

- Chapter 1 “The Right is Right: The Revolutionary Power of Climate Change”
- Chapter 2 “Hot Money: How Free Market Fundamentalism helped Overheat the Planet”

Martinez-Alier, J., Pascual, U., Vivien, F., & Zaccai, I. 2010. “Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm.” *Ecological Economics* 69: 1741-1747. **BB**

12/9 TAKE-HOME FINAL EXAM DUE by 4:45 pm (end of assigned final exam time)