

Globalization and Development

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Thursdays, 9:50AM - 12:30PM

A256, Lucy Stone Hall, Livingston Campus

Instructor: Tom Rudel

Focus:

This course examines processes of globalization and development through a comparative historical lens. It pays particular, but not exclusive, attention to processes of development in Asia, Africa, and Latin America. A set of questions about these processes will guide our inquiries. The questions are:

1. What drives development? How does historical and geographical context influence processes of globalization and development? In particular how has the social and geographical location of a people in a globalizing world conditioned their economic experience?
2. How have processes of globalization and development affected gender, race-ethnic conflicts, natural resource use, and the emergence of democratic political institutions?
3. How have the interactions of government officials and market participants shaped processes of globalization, development, and political change?
4. How have deliberate attempts to foster economic development and improve social welfare among impoverished and displaced peoples affected their livelihoods?

These questions imply a broad, comparative-historical focus in our work, but, to be convincing, our analyses have to be grounded in their everyday existence of individuals and small groups. In other words in order to produce compelling explanations of development processes, we will have to go up and down levels of aggregation in our readings and class discussions, from the local to the global and back again.

Requirements:

Students in the course will be required to write three analytic memos and a term paper. They will have to give a short presentation that describes the substance of their term paper in the last class of the semester.

The analytic memos are page long reactions to a reading or a set of readings. They may begin by outlining an argument in the reading, but they must end with an important question raised by the readings for you. You should bring enough copies of your analytic memo to class for all of the students to read in the first few minutes of class. We will begin each class by discussing the questions raised by the authors of the memos for the week. You should sign up to write analytic memos on particular weeks at the end of our first class.

The term paper should focus on a development related question that you find especially interesting. It is important to choose a topic that at least in your mind could eventually lead to a publication. The paper could involve an analytic review of a particular literature. A field study that draws on primary or secondary materials that are available on the internet or elsewhere would also be fine. The intent of the paper is to help you get started on producing research of publishable quality. The poster presentation at the end of the semester (December 10th) has the same intent; it offers you an opportunity to present your research in a concise way, much as you will have to do later in your career at conventions. The paper should not exceed 20 pages in length. It will be due on the last day of class (December 10th). If you would like me to look at a draft of the paper before that date, I will do so. In any event you should discuss your topic with me sometime during the first month of the semester. I will ask everyone to briefly describe their paper topic and its animating question to the class in a mid October class (10/15/09).

Class Participation:

We will begin each week's discussion with questions raised by the students writing the analytic memos. I will have a set of issues raised by the readings that I would like to address, but we will get to these issues only after we have discussed the issues that you think are important. This format implies that we will use class time primarily for discussions, and everyone should participate actively in them. Being able to make compelling arguments verbally is an important skill that we all need to sharpen through practice.

Communications:

You can reach me in a variety of ways. Email is probably the most reliable way (rudel@aesop.rutgers.edu). Other ways include the phone (Cook – 732-932-9169, ext. 317) office hours (Cook Office Building, Rm. 214, Thursdays, 1:30 – 3:00 p.m. and by appointment), or we can just talk after class.

To Be Purchased (Bookstore on the Livingston Campus):

- Evans, Peter, *Embedded Autonomy: States and Industrial Transformation*. (1995)
Jaffee, Daniel, *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. (2007)
Keck, Margaret and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics*. (1998)
Peet, Richard and Elaine Hartwick, *Theories of Development: Contentions, Arguments, Alternatives*. (2009)
Robinson, William, *A Theory of Global Capitalism: Production, Class, and State in a Transnational World*. (2004)

Readings on Electronic Reserve:

- Barrett, Chris, Katrina Brandon, C. Gibson, H. Gjertsen, "Conserving tropical biodiversity amid weak institutions." *Bioscience*, (2001) 51(6):497-502.

- Barrett, Chris and Michael Carter, "Can't get ahead for falling behind: new directions for development Policy to escape poverty and relief traps. *Choices*. (2001-2) 17(4):35-38
- Bebbington, Anthony, "Reencountering development: livelihood transitions and place transformations in the Andes." *Annals of the Association of American Geographers* (2000) 90(3):495-520.
- Caldwell, John C. The Globalization of Fertility Behavior. *Population and Development Review*, Vol. 27, (2001), pp. 93-115.
- Ferguson, James, *The Anti-Politics Machine: 'Development,' Depoliticization, and Bureaucratic Power in Lesotho* (1991).
- Gray, Leslie C., "Decentralization, land policy, and the politics of scale in Burkina Faso." Pp. 277-295 in K. Zimmerer (ed.), *Globalization and the New Geographies of Conservation* (2006).
- Healy, Kevin, *Llamas, Weavings, and Organic Chocolate: Multicultural Grassroots Development in the Andes and the Amazon of Bolivia* (2001).
- Long, Norman, *Development Sociology: Actor Perspectives* (2001).
- Meyer, John W, John Boli, George M. Thomas, and Francisco O. Ramirez (1997) "World society and the nation-state," *American Journal of Sociology* 103:P144-81.
- Rigg, J., S. Nattapoolwat, "Embracing the global in Thailand: Activism and pragmatism in an era of deagrarianization." *World Development*. (2001) 29(6):945-960.
- Rudel, Thomas K., Diane Bates, and Rafael Machinguishi, 2002, "Ecologically noble Amerindians?: Cattle, colonists and Shuar in Ecuador." *Latin American Research Review*, 37(1): 144-159.
- Scheper-Hughes, Nancy, *Death without Weeping: the Violence of Everyday Life in Brazil* (1992).
- Sneddon, Chris, "Conservation initiatives and 'transnationalization' in the Mekong River basin." Pp. 191-211 in K. Zimmerer (ed.), *Globalization and the New Geographies of Conservation* (2006).
- Waters, Tony, *Bureaucratizing the Good Samaritan: The Limits to Humanitarian Relief Operations* (2001),

Schedule of Classes

Date	Theme	Reading
9/3/09	Introduction	
9/10/09	Theories of Development	Peet and Hardwick. entire
9/17/09	Global Capitalism and Globalization	Robinson, entire
9/24/09	Globalization, Culture, and the World Society Thesis	Meyer et al.
10/1/09	Industrialization and the State	Evans, entire

10/8/09	NGOs, Social Movements, and the State	Keck and Sikkink, entire
10/15/09	Urbanization, Migration, and Rural Development	Jaffee, pp. 1-198; Rigg
10/22/09	Health, Gender, and Development	Scheper-Hughes, pp. 268-339; Caldwell
10/29/09	Development Projects, Places, and the State: the Role of 'Experts'	Long, pp. 9-92; Ferguson, pp. ; Bebbington
11/5/09	Sustainable Development	Barrett et al., Sneddon, Gray
11/12/09	Indigenous Peoples, Ethnicity, and Development	Rudel et al.
11/19/09	Large States, Regional Development and Poverty Traps	Barrett and Carter
12/3/09	Displaced Peoples, Relief Efforts, and Community Development	Waters, TBA
12/10/09	Poster Session	