

Globalization and Development: Syllabus

16:920:571:01, 01:920:491:02

Mondays, 9:30AM-12:10PM, Davison Hall 128

Instructor: Thomas K. Rudel

Fall, 2014

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. Consistent with these foci, the course has a broad geographic reach. It includes detailed studies of development in Africa, Asia, and Latin America by a diverse set of scholars.

Requirements:

Students in the course will be required to write three analytic memos and a term paper. For the last class of the semester we will have a poster session in which students will present an (inexpensive) poster that describes their term paper.

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. 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 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 Life Cycle of the Course

Courses have life cycles in which the pace and substance of the work change from the beginning to the end of the semester. You can see these changes in the syllabus for this course. The first half of the course has a fairly heavy dose of reading. We read all of the books before October 20th. From then on, the readings become much shorter which in turn should give students more time to work on their term papers.

Readings

Books (All of them will be placed on reserve, but not electronic reserve (the library won't let us do so). These books are worth purchasing because of the extent of reading in them; all are in paperback)

Guha, Ramachandra (2000) *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*

Mahoney, James (2010) *Colonialism and Post-colonial Development: Spanish America in Comparative Perspective*.

Nee, Victor and Opper, Sonja (2012) *Capitalism from Below: Markets and Institutional Change in China*.

Robinson, William (2004) *A Theory of Global Capitalism: Production, Class, and State in a Transnational World*.

Articles and Chapters (available as .pdf' the course's Sakai site)

Barrett, Chris and M. Carter, 2001-2002. Can't get ahead for falling behind: Development policy, poverty, and relief traps. *Choices*.

Bebbington, Anthony, (1999) "Capitals and Capabilities" *World Development*. 27(12): 2021-2044.

Evans, Peter and J. Rauch (1999) Bureaucracy and growth: A cross-national analysis of Weberian state structures on economic growth. *American Sociological Review*. 64(5): 748-765.

Evans, Peter (2002) "Collective capabilities, culture, and Amartya Sen's *Development as Freedom*.'" *Studies in Comparative International Development*. 37(2): 54-60.

Ferguson, James (1994) "The Anti-Politics Machine: 'Development' and Bureaucratic Power in Lesotho." *The Ecologist*. 24(5): 176-181.

Grau, Ricardo, T. Kuemmerle, and L. Maachi (2013) Beyond land sparing versus land sharing: environmental heterogeneity, globalization, and the balance between agricultural production and nature conservation. *Current Opinion in Environmental Sustainability*. 5:377-383

Hannum, Emily (2005) "Market transition, educational disparities, and family strategies in rural China: New evidence on gender stratification and development." *Demography*. 42(2):275-299.

Gereffi, Gary, John Humphrey, and Timothy Sturgeon (2005) The governance of global value chains. *Review of International Political Economy* 12(1): 78-104.

Meyer, John, J. Boli, G. Thomas, and F. Ramirez (1997) "World Society and the Nation-State." *American Journal of Sociology* 103 (1): 144-81.

Mitchell, Timothy (2004) *Rule of Experts: Egypt, Techno-Politics, and Modernity*.

Padoch Christine, E. Brondizio, S. Costa, M. Pinedo-Vasquez, R. Sears, and A. Siqueria (2008) Urban forest and rural cities: Multi-sited households, consumption patterns, and forest resources in Amazonia. *Ecology and Society*. 13(2):2

Ramankutty, Navin and Jeanine Rhemtulla (2013) Land Sparing or land Sharing: Context dependent. *Frontiers in Ecology and the Environment*. 11:178.

Sen, Amartya (1999) *Development as Freedom*.

Shah, Anup (2009) US and Foreign Aid Assistance. *Global Issues*.

Styger, E., G. Aboubacrine, M. Ag Attaher, and N. Uphoff (2011) The system of rice intensification as A sustainable agricultural innovation: introducing, adapting, and scaling up a system of rice Intensification in the Timbuktu region of Mali. *International Journal of Agricultural Sustainability* 9(1): 67-75.

Schedule of Classes

Date	Topic	Reading
9-08-14	Introduction	
9-15-14	What do people mean by 'Development'?	A. Sen, Intro & Chap. 1; Bebbington; Evans; Ferguson
9-22-14	Colonial and Post-colonial Development: Links	Mahoney, entire
9-29-14	Poverty Traps and Inequalities	Guha, entire
10-06-14	Globalization and Commodity Chains	Meyer et al.; Gereffi et al.
10-13-14	Capitalism from Below	Nee, entire
10-20-14	Capitalism from Above: Multi-national Corporations	Robinson, entire
10-27-14	Capitalism from Above: Developmental States	Evans and Rauch
11-03-14	Food and Rural Development	Styger et al; Mitchell, chap. 8
11-10-14	Environment and Development	Grau et al; Ramankutty and Rhemtulla

11-17-14	Women and Development	Hannum
11-24-14	Migration and Urbanization	Padoch et al., Mace
12-01-14	Development Assistance and Disasters	Mitchell, chap. 9 ; Shah; Barrett and Carter
12-08-14	Poster Session	