

Geographies of International Development: Poverty and Social Change in a Globalizing World

*Note: This is a working syllabus that is subject to change. Please keep up to date for changes on the D2L course website. Announcements of changes will also be made in class.

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Overview

This course seeks to train students to become informed and critical participants in the major global debates about poverty, development, and inequality. Development refers to a diverse set of interventions and ideas aimed at producing political, cultural and social change and economic growth around the world. Though in practice development means different things to different people, dominant strategies have sought to recreate in the “Third World” (also called ‘the less developed countries’ (LDCs) or ‘the Global South’), levels of modernization supposedly achieved in the U.S. and Western Europe. Targets of development include nations of Asia, Latin America and Africa but also economically depressed areas of the U.S. and Europe. Despite over six decades of development interventions, however, inequality, poverty and social unrest remain trenchant problems for the world’s majority. Meanwhile, a very small fraction of the global population has gained an unprecedented surge in wealth. This course explores these global challenges by critically engaging the theories, practices and histories of international development. The class will examine the local ramifications of development projects and policies implemented by governments, transnational agents, NGOs, social movements and communities. We will also interrogate the ideas and assumptions that guide solutions and frame the problems of poverty in the Global South. Finally, the course will explore new paradigms and movements for social change. No easy answers will be provided for the problems of the world. Rather the course aims to equip students with the background and critical thinking skills to engage more effectively as global citizens.

Course Policies

Attendance: Students are expected to attend all lectures and exams (including the final), and they are individually responsible for all materials presented. Attendance will be taken regularly and more than one unexcused absence will impact your grade. According to university policy, students missing more than four classes may be automatically dropped from the course. For this reason, students are urged to notify the instructor when circumstances prohibit regular attendance (i.e., prolonged illness, collegiate activities, etc.). Only absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored. Note: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

Expected classroom behavior: Use of all electronic devices (e.g., cell phones, iPods, calculators, laptop computers, etc.) is **prohibited** during class. *Turn your phones off before class begins.* Side conversations, text-messaging and web-surfing are distracting to others and are not allowed. Such behavior may result in points taken off of your participation grade without warning. You may request an exemption for the purpose of taking notes on a laptop only. Anyone granted special dispensation to take notes on a laptop must sit in the first two

rows. Lecture Powerpoint presentations will be posted within a day of the lecture on D2L so there is no need to copy material projected on the screens. Note-taking is encouraged on points made verbally by the instructor and important concepts as interpreted by each student. Threatening behavior (towards the instructor or other students) is not allowed per University of Arizona guidelines. Any display of such behavior will be handled as stipulated by the [University of Arizona's Policy on Threatening Behavior by Students](http://web.arizona.edu/~policy/threaten.shtml) [<http://web.arizona.edu/~policy/threaten.shtml>].

Please maintain respect towards each other in the classroom.

Examinations: Please remember there are no make-ups for exams, unless you notify the instructor of a University-approved absence *before* the test. Failure to take an exam on the date it is scheduled will result in a grade of ZERO, period. Please do not come to the instructor after a missed exam to explain why you were not in attendance. If you anticipate that you cannot take an exam on the specified day and time because:

- (1) You are traveling to an official university-sponsored event; or
- (2) You have a prescheduled medical appointment ¹.

...then you must contact your instructor a minimum of two weeks in advance of the anticipated absence with appropriate documentation. Appropriate documentation includes a letter (on official letterhead) from your coach, instructor, or doctor that provides us with the details of the pre-existing time conflict and is signed by the appropriate party.

Students with Special Needs or Disabilities: In compliance with Title III of the Americans with Disabilities Act (1990), students who require special assistance will be suitably accommodated. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the S.A.L.T. Center [<http://www.salt.arizona.edu/>] or the Disability Resource Center [<http://drc.arizona.edu/>] and request that the office send me official notification of your accommodation needs as soon as possible. If you would like to discuss how my course requirements and activities might impact your ability to fully participate, please see me by appointment or during office hours. The syllabus and other course materials, as they are distributed, are available in alternative formats upon request.

Academic Integrity: All students are governed by the University of Arizona's "Student Code of Conduct" and the "Code of Academic Integrity," which are available in the Office of the Dean of Students. Students are encouraged to obtain copies of these codes and become familiar with all regulations that pertain to conduct and academic integrity. The Student Code of Conduct indicates that all forms of student academic dishonesty, including cheating on exams, fabrication, facilitating dishonesty and plagiarism may lead to disciplinary action. If you need further clarification, you can consult [the University of Arizona's Code of Academic Integrity](http://deanofstudents.arizona.edu/codeofacademicintegrity) for more information: [<http://deanofstudents.arizona.edu/codeofacademicintegrity>]

Grading

Success in this class will depend on regular attendance, diligent reading, exam preparation, thoughtful writing and attentive participation. Grades will be based on participation/attendance, in-class assignments, three exams and a final paper (7 to 10 pages). Paper specifics will be distributed separately. The final grade will be calculated as follows:

Participation (Assignments, Attendance): 20%
Midterm Exam: 25%
Final Exam: 30%
Paper: 25%

Grades will be posted on D2L.

¹ A prescheduled medical appointment is one that is hard to come by (i.e., specialist) and does not include routine medical and/or dental appointments.

Required Text and Readings

Textbooks: There is one textbook assigned for this course available at the University Bookstore or online.

Phillip McMichael 2011 *Development and Social Change: A Global Perspective*.

Additional Readings: Readings will also be posted on the D2L site. It is the students' responsibility to download the D2L pieces and read them before the class for which they are assigned. Students should also bring copies of the readings to class for discussion and in-class assignments.

Course Outline

**PART I
THE STATE OF DEVELOPMENT IN A GLOBALIZED WORLD:
MEANINGS, MEASURES, REPRESENTATIONS**

Introduction to the class

01/10 Read through the syllabus, look through D2L site and purchase textbook

What is the current state of the Global South? How do we understand it and what do we do about it?

- 01/15 1) Jeffery Sachs "Introduction" and "A Global Family Portrait" in *The End of Poverty: Economic Possibilities for Our Time* (1-25 on D2L)
2) Human Development Report 2010 "Introduction by Amartya Sen" and "Overview" (on D2L)

What is the relationship between development and the global economy?

- 01/17 1) McMichael textbook Ch 1
2) Alan Thomas "Meanings and views of Development" in *Poverty and Development Into the 21st Century* (on D2L)

*Development as a geographical imaginary? How is the Global South represented?
Critical thinking beyond dualities.*

- 01/22 1) Stuart Hall "The West and the Rest: Power and Discourse" (on D2L)
2) (Skim) Williams et al *Geographies of Developing Areas* (on D2L)

**PART II
MODELS, HISTORY, PRACTICE**

Development I: Colonialism's Legacies and Discontents

- 01/24 1) Henry Bernstein "Colonialism, Capitalism and Development" in *Poverty and Development Into the 21st Century* (on D2L)
2) (Skim) McMichael textbook (26-42)
Clip from film: *End of Poverty?* – exercise and discussion
- 01/29 1) M.K. Gandhi "Civilisation and 'What is true Civilisation'" in *The Development Reader* 78-82 (on D2L)
2) Franz Fanon "This is the Voice of Algeria" in *The Development Reader* 116-122 (on D2L)
In-class exercise and discussion on Gandhi and Fanon

Development II: Decolonization and Cold War Modernization Projects

- 01/31 McMichael textbook (42-79)
- 02/05 (Important! Read Carefully!) Timothy Mitchell “America’s Egypt” (on D2L)
In-class assignment based on this reading
- 02/07 James Ferguson “The Anti-Politics Machine: Development and Bureaucratic Power in Lesotho” 6-page summary article in *The Ecologist* (on D2L)
In class film: *Seeds of Plenty, Seeds of Sorrow*
- 02/12 Gita Sen and Caren Grown *Development, Crises, and Alternative Visions: Third World Women’s Perspectives*
“Introduction” and “Gender and Class in Development Experience” (15-49 on D2L)

Development III: State-led Modernization in Crisis and the Rise of Neoliberal Globalization

- 02/14 1) Williams et al. *Geographies of Developing Areas* (311-332 on D2L)
2) (Optional) McMichael textbook (80-111)
In class film: *Life and Debt*
- 02/19 1) Michael Goldman “The Rise of the Bank” (on D2L)
2) (SKIM) McMichael textbook (104-109 and Ch 5)
- 02/21 1) Gisele Henriques and Raj Patel “NAFTA, Corn and Mexico’s Agricultural Trade Liberalization”
2) Elizabeth Fitting “Exporting corn, importing labor: The neoliberal corn regime, GMOs and the erosion of Mexican biodiversity”

“Double Movements”: Rethinking Market, State, and Civil Society

- 02/26 Fred Block Introduction to Karl Polanyi’s *The Great Transformation*
In-class exercise on Joseph Stiglitz
- 02/28 Watch *A Place Called Chiapas* at home
- 03/05 David Mosse “People’s Knowledge’, Participation and Patronage: Operations and Representations in Rural Development” in *The Development Reader* 384-393 (on D2L)
- 03/07 Midterm Exam
- Spring Break

PART III MILLENNIAL DEVELOPMENT: 21ST CENTURY PROBLEMS AND STRATEGIES

Millennial Development: Goals, Crisis, Geopolitics

- 03/19 1) Ananya Roy “Millennial Development” *Poverty Capital: Microfinance and the Making of Development* (6-22 on D2L)
2) (Skim) McMichael Ch 8
In-class discussion of “The Pentagon’s New Map”

Gender, Poverty and Microcredit

- 03/21 1) Ananya Roy *Poverty Capital: Microfinance and the Making of Development* 22-33, 89-137(on D2L)
2) Watch at home *Small Fortunes*
- 03/26 Yogendra Shakya and Katherine Rankin “The Politics of Subversion in Development Practice: An Exploration of Microfinance in Nepal and Vietnam” (D2L)
- 03/28 Sylvia Chant “The ‘Feminisation of Poverty’ and the ‘Feminisation’ of Anti-poverty Programmes: Room for Revision?”

Water and Sanitation

- 04/02 United Nations Human Development Report, 2006: Read thoroughly “Overview” and skim through “Ending the Crisis in Water and Sanitation” in *Beyond Scarcity: Power, Poverty and the Global Water Crisis* (on D2L)
- 04/04 TBA

Urbanization and Informality

- 04/09 1) McMichael (210-219)
2) Mike Davis *Planet of Slums* - Selections (on D2L)
In-class film clips from *Welcome to Lagos* or *Q2P*
- 04/11 TBA
- 04/16 Arjun Appadurai *Deep Democracy: Urban Governmentality and the Horizon of Politics* (on D2L)

Sustainable Development?

- 04/18 1) New York Times article on the effects of Biofuels in Guatemala
http://www.nytimes.com/2013/01/06/science/earth/in-fields-and-markets-guatemalans-feels-squeeze-of-biofuel-demand.html?pagewanted=all&_r=0
2) McMichael 2011 “The Sustainability Project”
- 04/23 TBA
- 04/25 Student Paper Presentations
- 04/30 Student Paper Presentations
- 05/08 Final exam