

Principles of Social Science for Development: Themes, Theories and Strategies

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Course website: <http://d2l.arizona.edu/>

Course Description

This course will introduce students to key social science analytical tools relevant to development. It starts from the premise that development is not only influenced by theories and ideas but is also constantly shaped, remade, and contested through social practice. The course provides training in major development theories and practices in historical perspective and prepares students to understand how relations of power at multiple local and global scales intersect with and shape development efforts. Using a cross-disciplinary social science approach, the course will cover three intersecting political, economic, and cultural dimensions of development practice. The first addresses the different ways of defining, measuring and assessing development and the political implications entailed; the second provides a critical overview of the history and competing political economic theories of development including debates on participation in and the role of markets, states and civil society; and the third explores contemporary development interventions and their affects on social relations and inequalities. Special attention will be given to how development processes shape relations and experiences of class, gender and forms identity-based difference such as indigeneity, caste, religion, race or ethnicity. The course will address a variety of current and past development problems and interventions, including agricultural modernization, urbanization and informality, micro-credit, water and sanitation and sustainability.

Course Learning Objectives

- Appreciation of the contributions of social science theory to the study and practice of development in historical context.
- Exploration of the co-constitutive nature of development theory and practice.
- Understanding of the roles of power, representation, and social contestation vis-à-vis the formulation of and participation in development projects.
- Sensitivity to the influence of development practice on social relations, institutions, and mechanisms of production.
- Awareness of the political economic, socio-cultural, and spatial practices through which rights and resources are negotiated.
- Understanding major current debates and sectors of development practice and interventions.

Attendance and Participation

This class will consist of both lecture and discussion. Not only are you required to attend each class session, you are also expected to participate in all class discussions. In order to do so, you must complete the assigned readings before class and come prepared to discuss them. There are many ways to participate: contribute voluntarily to the discussion; ask questions about the readings; alert me to interesting issues in the media worthy of class discussion; and actively involve yourself during in-class activities.

Academic Integrity

Each student is expected to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. In the classroom, debate and disagreement is encouraged and necessary for vibrant discussion. However, degrading remarks will not be tolerated. Threatening behavior is a violation of university policy and will be reported: <http://policy.web.arizona.edu/threatening.pdf>
Cell phones and pagers must be turned off during class. Any other disruptive behavior in class is prohibited. If you decide to use a computer in class, you must restrict its use of to note-taking.

Plagiarism

Any instance of significant plagiarism on any paper will result in a reduced grade or dismissal from the course with a failing grade. Plagiarism involves presenting someone else's writing and/or ideas as one's own. Plagiarism can range from copying and pasting someone else's writing into your own paper, to simply not citing another author's ideas in your own paper. For more information, please see the [University of Arizona code of academic integrity](#).

Disabilities

Students registered with [Disability Resource Center](#) requesting accommodations must submit the appropriate documentation to the instructor. If you qualify for DRC services, please register with them as soon as possible.

Disability Resource Center • 1224 E. Lowell Street • Tucson, AZ 85721
Phone: 520.621.3268 • Fax: 520.621.9423
uadrc@email.arizona.edu

Writing Resources

Should you need them, there are several on-campus resources to assist you in developing your English writing skills.

The Writing Center: <http://thinktank.arizona.edu/>
Writing Skills Improvement Program @ <http://wsip.web.arizona.edu/>

Drop Fee

Students may drop courses without penalty through the first week of the Fall and Spring semesters. Beginning the second week and continuing through the last day of classes, a \$25 penalty fee will be charged to the student per student-initiated drop and per administrative drop (but not for a department drop or section change). This penalty does not apply to complete withdrawals from the University.

Grading

Success in this class will depend on regular attendance, diligent reading, thoughtful writing and attentive participation. You will be evaluated by your participation, performance on two essays and final exam. The bulk of your participation grade will be determined by your submission of weekly response papers of approximately 500 words (one page). These mini-essays are meant to allow you to reflect on the topic and readings of the week and to help foster class discussion and exchange of ideas. The content and format is therefore open. It may be a critical reflection on the readings where you express agreement or disagreement with some of them. Or it may be comparison of the cases presented in the readings with your own experiences in the field. However, please make sure to not simply summarize the readings. Weekly response pieces must be submitted online on the D2L discussions page to be shared with your classmates and the professor. They will be due at 5pm the Monday before each class.

Your two formal essay assignments will mirror the structure of the class and build on each other. The first step is to identify a country in Africa, Asia, Latin America, or the Middle East in which you have a particular interest. The three essays will entail your doing background research and reading on that country, and will be geared to the historical period, theoretical debates, social issues and development practices we are discussing in class. They should be approximately 2000 to 3000 words.

Students must submit papers in the D2L drop box as well as a printed hard copy. More specific substantive requirements and paper grading rubric will be explained in a separate document.

The final grade will be calculated as follows:

Participation, Weekly Response Papers and Attendance: 25%

Paper 1: 25%

Paper 2: 25%

Final Exam: 25%

Grades will be posted on D2L.

Readings and Required Materials

Required books: Available online. Please order in advance.

Chari, Sharad and Stuart Corbridge. 2010. *The Development Reader*. New York: Routledge.

McMichael, Phillip. 2011. *Development and Social Change: A Global Perspective*. New York : Pine Forge Press: Sage.

Goldman, Michael. 2005. *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven: Yale University Press.

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.

PART I
THE DEVELOPMENT IN A GLOBALIZED WORLD:
MEANINGS, MEASURES AND REPRESENTATIONS

Introduction to the class

Class 1: Introductions, read through the syllabus, look through D2L site and purchase books

*What is the current state of the Global South? How do we understand and measure development?
How are people and places of Global South represented?*

Class 2: 1) Jeffery Sachs pp 1-72 of *The End of Poverty: Economic Possibilities for Our Time* (D2L)
2) McMichael (Ch 1)
3) Human Development Report 2010 “Overview” (on D2L)
4) Stuart Hall “The West and the Rest: Power and Discourse” (on D2L)
5) Alan Thomas “Meanings and views of Development” in *Poverty and Development Into the 21st Century* (D2L)

Optional – Peet and Hartwick on measuring development p 6-12 (D2L)

*What is development’s relationship to markets and the global economy?
What are development’s roots (cultural, political and economic legacies of colonialism)?*

Class 3: 1) McMichael (First half of Ch 2 26-38)
2) Henry Bernstein “Colonialism, Capitalism and Development” in *Poverty and Development Into the 21st Century* (D2L)
3) Mike Davis “The Origins of the Third World” in *The Development Reader* (14-30)
4) Anne McClintock in *The Development Reader* (31-43)
5) M.K. Gandhi “Civilisation and ‘What is true Civilisation’” in *The Development Reader* (78-82)
6) Franz Fanon “This is the Voice of Algeria” in *The Development Reader* (116-122)

Background/Optional

Selections by Adam Smith and Karl Marx in *The Development Reader* (58-68)

Class 4: 1) David Potter “The Power of Colonial States” in *Poverty and Development Into the 21st Century* (D2L)
2) King Leopold’s Ghost
3) J.S. Furnivall “The Background of Colonial Policy and Practice” in *The Development Reader* (103-109)
4) McMichael (Second half of Ch 2 38-54)

PART II
DEVELOPMENT AS A POST-WAR INTERNATIONAL PROJECT:
A HISTORY OF MODELS, THEORIES AND PRACTICES

Agrarian and Industrial Modernization: Debates, Institutions and Practices

Class 5: 1) McMichael (Ch 3)

- 2) Harriet Friedmann – read pages 260-275 of “The Political Economy of Food: The Rise and Fall of the Postwar International Food Order” (D2L)
- 3) Timothy Mitchell “America’s Egypt” (D2L)
- 4) Cristobal Kay “Why East Asia overtook Latin America” (D2L)

Suggested:

- 5) James Mahon “ Was Latin American Too Rich to Prosper? Structural and Political Obstacles to Export-Led Industrial Growth” in *The Development Reader* (353-361)
- 6) W. Baer, ‘Import Substitution and Industrialization in Latin America: Experiences and Interpretations’ (D2L)
- 7) Peter Evans on Embedded Autonomy

Class 6:

- 1) James Ferguson “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho” 6-page summary article in *The Ecologist* (D2L and in *The Development Reader* p 322)
- 2) Diane Elson “Male Bias in Development Process” in *The Development Reader*
- 3) 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 (D2L)
- 4) Judith Carney and Michael Watts “Manufacturing Dissent: Work, Gender and the Politics of Meaning in a Peasant Society” in *Africa: Journal of the International African Institute* (D2L)
- 5) Michael Goldman (Ch 2 “Rise of the Bank”)

Background/Optional

Robert Wood “Basic Needs and the Limits of Regime Change” in *From Marshall Aid to Debt Crisis: Foreign Aid and Development Choices in the World Economy*

***From Development to Globalization:
Debt, the “Washington Consensus,” and Structural Adjustment***

Class 7:

- 1) McMichael (past part of Ch 4 and Ch 5)
- 2) John Williamson “Democracy and the Washington Consensus” in *The Development Reader* (288-296)
- 3) Film: “Life and Debt” or TBA (Reading on Bolivia or Chile)
- 4) Gisele Henriques and Raj Patel “NAFTA, Corn, and Mexico’s Agricultural Trade Liberalization” in *Americas Program Special Report* (D2L)
- 5) Diane Elson on gender and structural adjustment (D2L)

Optional/Background

Deepak Lal “The Dirigiste Dogma”

Elizabeth Fitting “Importing corn exporting labor: The neoliberal corn regime, GMOs, and the erosion of Mexican biodiversity”

***The Uneven Processes, Costs and Contestations of Neoliberalization:
Rethinking the Relationship Between State, Market and Society***

Class 8:

- 1) Joseph Stiglitz “Preface” and Fred Block “Introduction” to Karl Polanyi’s *The Great Transformation* (D2L)
- 2) Dani Rodrik “Goodbye Washington Consensus, Hello Washington Confusion?” in *The Development Reader* (339-352)
- 3) (SKIM) Thomas Biersteker Reducing the Role of the State in the Economy: A Conceptual Exploration of IMF and World Bank Prescriptions (D2L)
- 4) TBA (on “New Social Movements” NAPM/Zapatistas)
- 5) McMichael (Ch 7)

*Spotlight on the World Bank:
The Evolution of “Authoritative Sustainable Development Knowledge”*

Class 9: Michael Goldman *Imperial nature: The World Bank and Social Justice in the Age of Globalization*

Decentralization and Participatory Development: Transformational or Tyrannical?

- Class 10:**
- 1) TBA (on participation/good governance)
 - 2) Patrick Heller “Moving the State: The Politics of Democratic Decentralization in Kerala, South Africa and Porto Alegre” (full article on D2L)
 - 3) Mahmood Mamdani “Conclusion: Linking the Urban and the Rural” in *The Development Reader* (378-383)
 - 4) David Mosse “‘People’s Knowledge’, Participation and Patronage: Operations and Representations in Rural Development” in *The Development Reader* (384-393)
 - 5) Mohan, G. and K. Stokke, ‘Participatory Development and Empowerment: The Dangers of Localism,’ *Third World Quarterly* (on D2L)

Suggested:
David Mosse *Cultivating Development*
Jesse Ribot (films)

**PART III
MILLENNIAL DEVELOPMENT:
CONTEMPORARY PROBLEMS, INTERVENTIONS AND STRATEGIES**

Challenges and Strategies for Addressing Extreme Poverty and Disease in the 21st Century

- Class 11:**
- 1) McMichael (Ch 8)
 - 2) Ananya Roy “Millennial Development” (p1-22) in *Poverty Capital: Microfinance and the Making of Development* (D2L)
 - 3) Gillian Hart “D/developments after the Meltdown” (D2L)
 - 4) David Harvey “Consent to Coercion” in *The Development Reader*

Gender, Poverty and Microcredit

- Class 12:**
- 1) Ananya Roy Selections from *Poverty Capital: Microfinance and the Making of Development* (p23-38, Ch 2 and 3) (D2L)
 - 2) Film: *Small Fortunes* (D2L)
 - 3) Yogendra Shakya and Katherine Rankin “The Politics of Subversion in Development Practice: An Exploration of Microfinance in Nepal and Vietnam” (D2L)
 - 4) Sylvia Chant “Gender Menstreaming”
 - 5) Sylvia Chant “The ‘Feminisation of Poverty’ and the ‘Feminisation’ of Anti-poverty Programmes: Room for Revision?”

Resources, Infrastructure and Sustainability

- Class 13:**
- 1) Selections United Nations Human Development Report, 2006 *Beyond Scarcity: Power, Poverty and the Global Water Crisis* (D2L)
 - 2) McMichael (Ch 9)
 - 3) William G. Moseley “The corporate take-over of African food security and agricultural production” (online)

- 4) TBA (sustainable development/resilience/agriculture – micro and macro strategies)

Displacement and Urbanization

Class 14:

- 1) Arundhati Roy *The Cost of Living* (D2L)
- 2) Film: *Drowned Out* (D2L)
- 3) TBA (on resettlement)
- 4) Mike Davis selections from *Planet of Slums*
- 5) Ananya Roy and Nezar Alsayyad “Urban Informality as a New Way of Life” in *Urban Informality: Transnational Perspectives from the Middle East, Latin America and South Asia* (D2L)

Class 15:

- 1) Hernando de Soto selections from *The Mystery of Capital* (D2L)
- 2) Ray Bromley “Power, Property and Poverty: Why De Soto’s ‘Mystery of Capital’ Cannot Be Solved” in *Urban Informality: Transnational Perspectives from the Middle East, Latin America and South Asia* (D2L)
- 3) Janice Perlman “Marginality: From Myth to Reality in the Favelas of Rio de Janeiro” in *Urban Informality: Transnational Perspectives from the Middle East, Latin America and South Asia* (D2L)
- 4) Arjun Appadurai “Deep Democracy” (D2L)
- 5) Sapana Doshi “The Politics of the Evicted: Redevelopment, Subjectivity and Difference in Mumbai’s Slum Frontier” (D2L)