

GEORGETOWN UNIVERSITY
SOVI 220: Global Development and Social Justice
MW 3:30–4:45
Fall 2017

Department of Sociology
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Syllabus subject to change. Please check Blackboard for most recent version.

Objectives

Global development is a term that refers to efforts around the world to make societies better (by improving people's lives), especially for people who have lower income and less access to important things such as education and health services. This course explores the efforts being made to alleviate the suffering of people around the globe. Some of the questions we will answer include: What are people doing to try to help people around the world? Are those efforts effective? Why or why not? What are some of the unintended consequences that occur as a result of these activities?

Out of the uneasy mix of missionaries, conquistadors, colonists, and humanitarians who populate its prehistory, poverty alleviation (in conjunction with the exercise of power) has evolved in the past six decades to become the field of global development as we know it today. Its dominant institutions became nationally and formally organized after World War II awakened the American conscience in a new way to the suffering of people in far-flung parts of the world, while at the same time, powerful national interests shaped the development enterprise more broadly. The goals of poverty alleviation have been realized to some extent; standards of living have risen to unprecedented levels since the 1990s. However, there are also apprehensions that global development is failing in some important ways. Some critics within the industry wonder how much people are really benefiting.

This course is organized in roughly three sections: First, we examine research on what development interventions look like on the ground. What do people do, and how do people respond? How effective are the programs and projects? What are the outcomes?

In the second section, we examine various explanations for why we are seeing particular outcomes, including those that focus on development's historical roots, global political and economic structures, and organizational logics.

Finally, the last section will look at various answers to the question, "How, then, should we proceed with global development?" A core part of one's answer to this question depends on the definition of well-being one assumes. We will examine what "development as freedom" implies, as well as other conceptions of the good life and the use of happiness indexes around the world.

The learning objectives of this course are:

- To understand global development from the perspective of the person the programs are intended to help;
- To think critically about global development interventions;
- To learn about the ways that people are trying to measure and improve human well-being around the world.

Requirements

- 1) Attendance and participation (20 points). Attendance is taken at the beginning of class, in alphabetical order. Four absences are allowed with no penalty—this is to accommodate the unintended, inevitable things that might come up in the semester, like health matters and family emergencies. **You do not need to email me to explain an absence**; however, there are no additional excused absences unless your dean requests it, so I suggest you “save” your allowed absences for real emergencies. Each additional absence will be “prorated,” (attending 23 out of 27 classes works out to an attendance grade of 85%; $22/27=81\%$, etc.) Bonus: 1 point for perfect attendance.

Participation includes participation in class discussion (quality and quantity) and a “log” of 2–3 bullet points in response to questions I ask you in class and during group work (sample entry below). You may use your laptops during group work to search for empirical material and to note these points down. If you miss class, you may still create a log entry for the day. **Logs are due in one document on the day of the final exam via Google Forms** (you can scan or copy handwritten logs, or submit a Word docx).

Sample log entry:

Log 3: 1/12/2017
Personhood: how it might affect legal institutions

- Criminal records are by individual
- Concepts of judge and jury

- 1) Midterm Exam (20 points). The goal is to demonstrate mastery of the texts and the ability to critically relate the texts to new material taken from news articles and other sources. Option to take on your laptop.
- 2) Project (30 points). Choose one theme from our readings. Create a short film (4–6 minutes) or write an empirically focused paper (15–20 pages) applying the framework to new empirical material or exploring the topic in more depth.

- 3) Final Exam (30 points). The goal is to demonstrate mastery of the texts and critically assess new material in news articles and other sources. Option to take on your laptop.

Rubrics for all requirements are available on BB.

Office Hours

I am available to meet with students in my office (Car Barn 209-12). Please take advantage of this. Come to talk about the readings, the lectures, your final project, global development research more broadly, or any other aspect of the class. It's helpful if you have a list of questions (for more guidance on office hours, see <http://www.back2college.com/officehours.htm>). Sign up for slots here: goo.gl/hzeU3z

Academic Integrity and Courtesy

As a Jesuit, Catholic university, committed to the education of the whole person, Georgetown expects all members of the academic community, students and faculty, to strive for excellence in scholarship and in character. The University spells out the specific minimum standards for academic integrity in its Honor Code, as well as the procedures to be followed if academic dishonesty is suspected. Over and above the honor code, in this course we will seek to create an engaged and passionate learning environment, characterized by respect and courtesy in both our discourse and our ways of paying attention to one another.

Students with Documented Disabilities

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Please alert me should you require accommodations.

Title IX Sexual Misconduct Statement

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.

Policy on Electronics

Unless otherwise indicated, laptops and mobile phones are required to be out of

sight during class. All ppt slides will be posted on Blackboard.

Books

Required reading listed below. Books are available as e-books through Lauinger Library (noted by “e-LAU”), with the exception of Hoang and Krause (these two books are often named as student favorites. A copy of each is on reserve at LAU if you want to read ahead of time).

Michael Barnett. 2011. *Empire of Humanity: A History of Humanitarianism*. Ithaca: Cornell University Press. e-LAU

Ben Crow and Suresh K. Lodha. 2011. *The Atlas of Global Inequalities*. Berkeley: University of California Press. e-LAU

Arturo Escobar. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press. e-LAU

James Ferguson. 1990. *The anti-politics machine: “Development,” depoliticization, and bureaucratic power in Lesotho*. ASSIGNED CHAPTERS ON BB.

Jason Hickel. 2015. *Democracy as Death: The Moral Order of Anti-Liberal Politics in South Africa* Berkeley: University of California Press. e-LAU

Kimberly Hoang. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Berkeley: University of California Press. One copy on reserve at LAU.

Lamia Karim. 2011. *Microfinance and Its Discontents: Women in Debt in Bangladesh*. Minneapolis: University of Minnesota Press. e-LAU

Monika Krause. 2014. *The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason*. Chicago: University of Chicago Press. One copy on reserve at LAU.

James Scott, 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press. e-LAU

Jocelyn Viterna, 2013. *Women in War: The Micro-Processes of Mobilization in El Salvador*. New York: Oxford University Press. e-LAU

All other readings will be posted on Blackboard, designated by “(BB)” below.

Schedule

Readings, exams, and project due date are listed below. Readings denoted with * (in bold) are required: please read them carefully. Other readings give context and a fuller understanding of the material.

Log	Date	Reading
1	30-Aug	Introduction: What is your vision of human well-being?
	4-Sep	Holiday: Labor Day
Part 1. What global development interventions look like on the ground		
2	6-Sep	<p><i>Microfinance and Its Discontents</i></p> <ul style="list-style-type: none"> • Preface • Introduction, “Neoliberalism, Microfinance, and Women’s Empowerment” • Ch 1, “The Structural Transformation of the NGO Sphere”* • Ch 2, “The Research Terrain” <p>Background materials:</p> <ul style="list-style-type: none"> • Sanyal, Paromita. 2014. <i>Credit to Capabilities</i>: Introduction (BB) • Stiglitz, Joseph. 1990. “Peer Monitoring and Credit Markets.” <i>World Bank Economic Review</i> (BB) • Besley, Timothy and Stephen Coate. 1995. “Group lending, repayment incentives and social collateral.” <i>Journal of Development Economics</i> (BB)
3	11-Sep	<p><i>Microfinance and Its Discontents</i></p> <ul style="list-style-type: none"> • Ch 3, “The Everyday Mediations of Microfinance” * • Ch 4, “The Social Life of Debt” * • Ch 5, “NGOs, Clergy, and Contested “Democracy”” • Ch 6, “Power/Knowledge in Microfinance” • Conclusion, “From Disciplined Subjects to Political Agents?” <p>Background materials:</p> <ul style="list-style-type: none"> • Sanyal, Paromita. 2014. <i>Credit to Capabilities</i>: Chapter 1 (BB) • Armendáriz de Aghion, Beatriz and Jonathan Morduch. 2010. <i>The Economics of Microfinance</i>: Ch 4, “Group

Log	Date	Reading
		<p>Lending” (BB)</p> <ul style="list-style-type: none"> • <i>Atlas</i>: Income (16), Household Wealth (18)
4	13-Sep	<ul style="list-style-type: none"> • Swidler, Ann and Susan Cotts Watkins. 2009. “Teach a Man to Fish’: The Sustainability Doctrine and Its Social Consequences,” <i>World Development</i> (BB) * • <i>Atlas</i>: Work & Unemployment (22)
5	18-Sep	<p><i>Dealing in Desire</i></p> <ul style="list-style-type: none"> • Introduction * • Ch 1, “Sex Work in HCMC, 1867–Present” • Ch 2, The Contemporary Sex Industry * • Ch 3, New Hierarchies of Global Men • Ch 4, “Entrepreneurial Mommies * <p>Background materials:</p> <ul style="list-style-type: none"> • <i>Atlas</i>: Consumption (20) • Mohanty, Chandra. 1988. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” <i>Feminist Review</i> 30: 61–88.
6	20-Sep	<p><i>Dealing in Desire</i></p> <ul style="list-style-type: none"> • Ch 5, “Autonomy and Consent in Sex Work” * • Ch 6, “Constructing Desirable Bodies” • Ch 7, “Sex Workers’ Economic Trajectories” * <p>Background materials:</p> <ul style="list-style-type: none"> • <i>Atlas</i>: Gender (40)
7	25-Sep	<ul style="list-style-type: none"> • Margaret Frye. 2012. “Bright Futures in Malawi’s New Dawn: Educational Aspirations as Assertions of Identity,” <i>American Journal of Sociology</i> (BB) * • <i>Atlas</i>: Literacy (80), Barriers to Education (82), Early Childhood Care & Education (84)
8	27-Sep	<p><i>Democracy as Death</i></p> <ul style="list-style-type: none"> • Introduction: “The Question of Freedom” * • Ch 1, “A Divided Revolution” • Ch 2, “The Habitus of the Homestead” * • Ch 3, “Urban Social Engineering and Revolutionary Consciousness”

Log	Date	Reading
		Background materials: <ul style="list-style-type: none"> • <i>Atlas</i>: Freedom & Democracy (34)
9	2-Oct	<p><i>Democracy as Death</i></p> <ul style="list-style-type: none"> • Ch 4, “Neoliberalism as Misfortune” * • Ch 5, “Death in an Age of Wild Ghosts” • Ch 6, “Colonial Nostalgias and the Reinvention of Culture” * • Conclusion <p>Background materials:</p> <ul style="list-style-type: none"> • <i>Atlas</i>: Government Action (32)
10	4-Oct	<p><i>The anti-politics machine</i></p> <ul style="list-style-type: none"> • Ch 1, “Introduction • Ch 2, “Conceptual apparatus” * • Ch 6, “Livestock development” • Ch 9, “The anti-politics machine”
	9-Oct	Holiday: Columbus Day
	11-Oct	Midterm exam prep
	16-Oct	Midterm Exam
Part 2. Why global development has taken its current form		
11	18-Oct	<p><i>Empire of Humanity</i></p> <ul style="list-style-type: none"> • Ch 1, “Co-Dependence: Humanitarianism and the World” * • Ch 5, “The New International” • Ch 8, “It’s a Humanitarian’s World” • Ch 9, “Armed for Humanity” * • Ch 10, “Politics and Anti-Politics, or the New Paternalism” <p>Background materials:</p> <ul style="list-style-type: none"> • Calhoun, Craig. 2004. “A World of Emergencies: Fear, Intervention, and the Limits of Cosmopolitan Order” (BB)

Log	Date	Reading
12	23-Oct	<p><i>Encountering Development</i></p> <ul style="list-style-type: none"> • Ch 1, “Introduction” * • Ch 2, “The Problematization of Poverty: The Tale of Three Worlds” • Ch 4, “The Dispersion of Power: Tales of Food and Hunger” <p>Background:</p> <ul style="list-style-type: none"> • <i>Atlas</i>: International Trade (28) • Perkins, Radelet and Lindauer, <i>Economics of Development</i>, “Rich and Poor Countries” (BB)
13	25-Oct	<p><i>Encountering Development</i></p> <ul style="list-style-type: none"> • Ch 5, “Power and Visibility: Tales of Peasants, Women, and the Environment” * <p>Background:</p> <ul style="list-style-type: none"> • Perkins, Radelet and Lindauer, <i>Economics of Development</i>, “Inequality and Poverty” (BB)
14	30-Oct	<p><i>The Good Project</i></p> <ul style="list-style-type: none"> • Introduction • Ch 1, “In Pursuit of the Good Project” * • Ch 2, “Beneficiaries as a Commodity” *
15	1-Nov	<p><i>The Good Project</i></p> <ul style="list-style-type: none"> • Ch 3, “The Logframe and the History of the Market for Projects” * • Ch 4, “The History of Humanitarian Authority and the Divisions of the Humanitarian Field” * • Ch 5, “The Reform of Humanitarianism” • Ch 6, “What about Human Rights?” • Conclusion <p>Due: Project Proposal (Optional)</p>
16	6-Nov	<p><i>Seeing Like a State</i></p> <ul style="list-style-type: none"> • Introduction * • Ch 1, “Nature and Space” • Ch 2, “Cities, People, and Language” • Ch 7, “Compulsory Villagization in Tanzania” • Ch 9, “Thin Simplifications and Practical

Log	Date	Reading
		<p>Knowledge: Metis” *</p> <p>Background:</p> <ul style="list-style-type: none"> • <i>Atlas</i>: Deforestation (90)
17	8-Nov	<p>Richard Shweder. 2002. “What About Female Genital Mutilation?’ and Why Understanding Culture Matters in the First Place” (BB) *</p>
18	13-Nov	<p>Charles Tilly. 1985. “War Making and State Making as Organized Crime” (BB) *</p> <p>Background:</p> <ul style="list-style-type: none"> • <i>Atlas</i>: Incarceration & Execution (36)
19	15-Nov	<p><i>Women in War</i></p> <ul style="list-style-type: none"> • Introduction • “Setting the Stage” * • “Micro-Level Processes of Mobilization” *
20	20-Nov	<p><i>Women in War</i></p> <ul style="list-style-type: none"> • “Recruiting a Guerrilla Army” * “Joining the Guerrillas” • “Ranking the File” * • “Regulating Romance and Reproduction” * • “Demobilization, Remobilization, and Retrenchment” • “Conclusions: Gender, Violence, and the Micro-Processes of Mobilization”
	22-Nov	Optional Class
		Thanksgiving Break
Part 3. How, then, shall we proceed?		
21	27-Nov	<p>Ulrich Beck, “The Cosmopolitan Condition: Why Methodological Nationalism Fails” (BB) *</p> <p>Background:</p> <ul style="list-style-type: none"> • World Happiness Report 2012 (BB) <ul style="list-style-type: none"> ○ Introduction ○ Ch 2, “The State of World Happiness” ○ Ch 3, “The Causes of Happiness and Misery”

Log	Date	Reading
		<ul style="list-style-type: none"> ○ Ch 4, “Some Policy Implications”
22	29-Nov	<p>Due: Final Project via Google Forms</p> <ul style="list-style-type: none"> • Amartya Sen, <i>Development as Freedom</i> (BB) <ul style="list-style-type: none"> ○ Introduction and Ch 1 * ○ Ch 4, “Poverty as Capability Deprivation” (BB) * • George Vaillant, <i>Triumphs of Experience</i> (BB) <ul style="list-style-type: none"> ○ Ch 1, “Maturation Makes Liars of Us All” ○ Ch 2, “The Proof of the Pudding: To Flourish for the Next Sixty Years * ○ Ch 10, “Surprising Findings” ○ Ch 11, “Summing Up”
23	4-Dec	<ul style="list-style-type: none"> • World Happiness Report 2012: Case Study: Bhutan (BB) * • Des Gasper. 2010. “Understanding the diversity of conceptions of well-being and quality of life.” <i>The Journal of Socio-Economics</i>. (BB)
24	6-Dec	Conclusions
	15-Dec	<p>4:00–6:00PM Final Exam</p> <p>Due: Log (via Google)</p>