In this course, we will critically examine the historical roots and contemporary manifestations of poverty and development in the global South. The empirical examples and case material for this class will focus on Africa and Asia, especially Indonesia where I have conducted research for many years.

The course will begin with an interrogation of the basic concepts of “poverty” and “development” as they have been understood in the post-World War II era. Students will learn about various development theories that attempt to explain why some countries (and actors, groups, classes, etc.) are poor while others are wealthy. These theories will then be applied and tested in relation to various areas of practice including gender and work; health and disease; debt and aid, and agrarian change. We will explore policies and practices that produce and perpetuate poverty as well as those that aim to alleviate poverty and promote development. The course will conclude with broad exploration of alternatives to development and consideration of how climate change may, in Naomi Klein’s words, “change everything.”

This course is a writing emphasis course. Students will be expected to write over 6000 words total (including 2 short assignments and 1 long research paper).

Course Goal and Learning Objectives
The primary goal of the course is to provide students with a rigorous theoretical, historical and empirical understanding of poverty and development. Along the way, via class exercises, discussions and a final research project, students will be expected to apply what they learn.

Specific learning objectives for the course are that students should, by the end of this course:

- Know various definitions and measures of poverty, including absolute and relative
- Know various definitions and theories of development, including modernization, dependency, and world-systems
• be able to connect the historical forces to contemporary efforts at national development poverty alleviation
• be able to collect and analyze cross-national data on development indicators
• be able to design and write a sociological research paper on economic development and poverty in one or more countries
• be able to collaborate effectively with your peers

BOOKS and READINGS
The following books have been ordered at UT’s VolShop. Or you may purchase from other sources.


Various readings will be made available on the course Blackboard website and are indicated BB on the syllabus.

Assessment
*Class work*
Participation 15 percent (150 points)
Homework (2) 10 percent (100 points)

*Exams*
Midterm exam 20 percent (200 points)
Take-home final exam 15 percent (150 points)

*Research*
Research paper 30 percent (300 points)
… and group presentation 10 percent (100 points)

**TOTAL** 100 percent (1000 points)

*Extra credit* up to 4 percent (40 points)
I will periodically give extra credit opportunities throughout the semester, typically based on attending a campus event that is related to topics in the course. Feel free to bring such events to my attention. To get credit, *you must submit a one page document to me within one week of the event. See “Extra Credit Instructions” in the Assignments tab of Blackboard for instructions.* Maximum 4 events; maximum 10 points per write-up.

I will not give students individualized extra credit. Also, no last-minute efforts to get extra credit will be allowed. The final deadline for submission of extra credit documents is November 24.
Grading Scale
A: 930 to 1000 points
A-: 900 to 929
B+: 870 to 899
B: 830 to 869
B-: 800 to 829
C+: 770 to 799
C: 730 to 769
C-: 700 to 729
D: 600 to 699
F: below 600

Add/Drop Deadline
without “W” – August 28, 2015
with “W” – November 10, 2015

Requirements
Course expectations:
Take this class seriously. This class demands that you, as a student, come to class prepared, engaged, and ready to move quickly and deeply into the main issues of our readings. It demands that you have advanced knowledge and understanding of sociology and globalization and are ready to synthesize your prior knowledge in relation to new work in this course.

It also demands that you develop a critical orientation to the material in the course. Probably everybody has an opinion (and assumptions) about poverty and development. Being critical does not mean simply having an opinion, and it is not the same as being negative. It means that you think through the material in course, beyond lecture, beyond reading, and develop innovative analytical connections between your own ideas and the new concepts you encounter. As a class, we will seek to develop a well-informed, critical foundation from which to think about poverty and development in today’s world. This effort will include questioning where our assumptions come from, how they are enacted via policies and practices throughout the world, and most importantly, what alternative and more just paths might be possible.

Learning Environment and Ground Rules:
Student responsibility: Your active attention is expected, and, therefore, cell phones and other devices (e.g., iPads) should be turned off. Laptops may be used for note taking. However, it is not appropriate to use class time to check email and social media. Late entries and early departures are not permitted (unless otherwise approved) as they are disruptive to all.

Professor responsibility. It is my responsibility to come prepared for each class, be available outside of class, and to lead us in the learning process in a respectful and thoughtful manner. I will be an active learner with you in the space we create.
Reading
You should complete readings prior to the class period for which they are assigned. Students are responsible for all assigned readings whether they are discussed in class or not. Many of the reading in this course are aimed at an audience of professional social scientists. As a result, you may find some of them difficult. When reading these materials, you should focus on identifying the author’s main theoretical points without getting lost in historical, statistical or other empirical details. If you have difficulty completing a reading, I advise skimming the whole reading rather than closely reading just a part of it.

Classwork
Participation – I expect all students to participate fully in Sociology 442 across the semester. Please notify Dr. Gellert well in advance of any scheduled absences (athletic or other). I will take attendance, and more than 4 absences will negatively affect your grade.

Group work – Early in the semester, I will divide you into groups of 4 students (or in some cases 3 students). I have allocated significant class time to getting acquainted and establishing group norms. In addition, you will remain in these groups for multiple group discussions. Importantly, these groups will conduct joint research projects (see research project below) and give a group presentation. At the end of the semester, you will be asked to complete a confidential peer and self-evaluation on the effort and quality of participation.

I recognize that some students are more comfortable with this group requirement than others, but expressing your ideas, having them challenged by your peers and instructor, and responding to such input are vital components of the learning process. In addition, learning how to cooperate and collaborate are important skills.

Homework
There will be 2 short homework assignments. First, you will write a short paper about poverty at the beginning of the semester. Second, you will present data from the cross-national data exercise and analyze it. Each assignment will be about 2 to 3 pages.

Exams
There will be an in-class midterm and a take-home final exam. Both exams will be comprised of short answer or essay questions with some student choice.

Research project
The research project for this course will be an investigation of development and poverty in one country. In your group of 3 or 4 students, you will select a country of focus. Together, you will research the broad historical trajectory of development of the country you choose. Then, individually you will research one component of development such as health, education, indigenous rights, environment, gender, agrarian relations, industrialization, middle class development, democracy, rule of law, etc. At the end of the research you will have two major requirements:

Group presentation – each group will present their research to the class. Group presentations will last approximately 15 minutes and will be graded on 4 criteria:
- clarity of presentation
- depth of research and analysis
- creativity (incorporating data images, pictures, very short video clips, music, etc.)
• integration of presentation across group members (in other words, I would like you to offer not just 3 or 4 mini-presentations, but 1 integrated research project)

Research paper – each student will write an individual paper on a focused research question about your particular country. These papers will incorporate both research that has been conducted collectively in the group (including sharing of sources) and research conducted individually on the component that you have chosen. Final papers should be approximately 12 to 15 pages and include at least 8 academically credible sources (international data, academic journal articles, book chapters, NGO reports, etc.). With appropriate care and analysis, you may include – but should not rely on – blogs, questionable quality websites, and Wikipedia entries.
OTHER IMPORTANT INFORMATION

UT Campus Syllabus
Please refer to the University of Tennessee Campus Syllabus for information regarding: University Civility Statement, Academic Integrity, Disabilities that Constrain Learning, your role in improving teaching and learning through course assessment, and key resources for students. It is available here: http://tenntlc.utk.wpengine.netdna-cdn.com/files/2012/11/CAMPUS-SYLLABUS1.pdf

Academic Integrity
Plagiarism is the presentation of others’ ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all of the work—except for that which is attributed to another author or creator—is your own.

You are responsible for keeping your work/actions from having even the appearance of plagiarism or cheating. “Plagiarism is using the intellectual property or product of someone else without giving proper credit” (e.g. HILLTOPICS: Student Handbook). Examples include copying the work of someone else (an author, someone who is taking/has taken the class, or anyone else) and turning it in as your own work or looking at someone else’s exam to get answers. Any evidence of academic dishonesty on a paper/exam will result in a zero for that assignment and possible failure of the course.

I am serious about plagiarism and have caught – and failed – students in the past. Unfortunately, some of you do not know the difference between appropriate and inappropriate copying and pasting. I will discuss examples of paraphrasing, quoting, and proper citation during the semester. If you have any questions, please ask!

Students with Disabilities
If you need course adaptations or accommodations because of a documented disability, please contact the Office of Disability Services at 2227 Dunford Hall (telephone/TTY 974-6087; e-mail ods@utk.edu) to ensure that you are properly registered for services. I also recommend that you notify me of your situation so that I can make necessary accommodations.

Help with your writing
The Writing Center provides individual assistance to any student needing help with writing. They do not edit your papers for you, however. Please see http://writingcenter.utk.edu/ for more information, useful handouts, hours of operation, etc.
Class Schedule

This schedule is tentative and subject to change at any time. I may alter dates, topics, or assignments based on course progress or outside circumstances. I will provide notification of changes as far in advance as possible via Blackboard and e-mail.

Readings are either in the Li and Peet & Hartwick books or marked BB and available via the class Blackboard website. Please complete the readings before the relevant class sessions.

Color codes indicate the following:

- Homework and Research Papers
- Exams
- Small group discussions
- Films
- Group presentations

8/20 Introduction: What is Development?
READ
  • Pp. 1-15 (first half of Introduction)

Optional:
  • Chapter 1, Trends in Development Theory, pp. 1-18 BB

8/25 & 27 What is poverty? Who is poor and why?
8/25 Meet @ Hodges Library Room 213
Film The End of Poverty?
8/27 No class (Dr. Gellert traveling)
Homework: Reading and film response paper due by midnight on Thursday 8/27!

READ
Collier, Paul. 2007. The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done about It. Oxford University Press. Chapter 1, pp. 3-15 BB

Optional
  • Chapter 1, Growth versus Development, pp. 1-22 BB
For details on the film, see http://www.theendofpoverty.com
9/1 & 3  Class Overview and Groups
9/1  What is poverty? What is development?
9/3  Establishing groups: introductions for rest of semester’s class discussions and group projects

READ
- Chapter 1 “Positions”

Optional

9/8 & 10  Colonial Roots and Inventing the ‘Third World’
9/8  Colonial roots
Film excerpt Kings and Coolies
9/10  Inventing the ‘Third World’ and establishing the Development Project
Film excerpt Economic Hitmen

READ
- Chapter 10, The Colonial Origins of Comparative Development
- Introduction; Prologue: ‘The Traders are Kidnapping Our People’; and Chapter 8, Where ‘There Aren’t No Ten Commandments”
- Introduction: The Third World Project, pp. 1-13
- Esteva, Gustavo, "Development." Pp. 6-25

Optional
9/15 & 17 Development Theories: modernization, dependency, world-systems
9/15 Development theories
9/17 Small group discussion

READ
• Chapter 1, Trends in Development Theory, pp. 1-18 BB [repeat from 8/20]
• Chapter 3, The Development of Development Theory, pp. 36-53 BB

Optional
• Chapter 4, Development as Modernization, pp. 119-160
• Chapter 5, Marxism, Socialism, and Development, pp. 163-221

9/22, 24, 29 Gender, work and the global assembly line
9/22 Lecture: Film excerpt Global Assembly Line
9/24 Lecture
9/29 Small group discussion

READ
• Chapter 2, “Work and Care”
• Introduction, pp. 1-14; BB
• Chapter 1 “From Cheap Labor and Export-Oriented Industrialization to the Gendered Political Economy Approach,” pp. 15-35 BB
• Chapter 2 “Feminized Ghettos” pp. 36-61 BB
• Chapter 3 “Appealing Women and Permissive Institutions” pp. 62-80 BB

Optional
• Chapter 5, “Feminist Theories of Development” BB
10/1 & 6  Research papers / review and Midterm Exam
10/1  Research paper assignment / review

10/6  MIDTERM EXAM (in class)

10/8  Cross-National data and Library Research
Meet @ Hodges Library, Room 128. Bring laptops! If you do not have a laptop, you can check one out from the library.

READ:
  •  Chapter 1, What do we know about Income and Growth in Africa, pp. 8-32
  •  Chapter 3, Facts, Assumptions, and Controversy, pp. 55-82

10/13 - 20 Health, disease and philanthropy... (Africa)
10/13 Lecture
10/13 Cross-national data homework due by midnight!
10/15 FALL BREAK
  Conference at UT on “Ecologically Unequal Exchange”
10/20 Research paper workshop; small group meetings

READ
Neelakanten, Vivek. 2015. “Disease Eradication and National Reconstruction.” IIAS Newsletter, July. BB
Fox, Renee C. 2014. Doctors without Borders. Ch. 8 “In Khayelitsha” BB

Optional
  •  Chapter 3 From Keynesian Economics to ..., pp. 63-89
10/22 - 29  Debt, Aid and Poverty... (Africa and Asia)
10/22 ‘Washington Consensus’ and debt
10/27 Aid and poverty
10/29 small group discussion

READ
UN Millenium Development Goals 2013 Fact Sheets
Available at http://www.un.org/millenniumgoals/bkgd.shtml
• Goal 1 (eradicate extreme hunger and poverty) and
• Goal 8 (global partnership for development)
• Chapter 3 From Keynesian Economics to Neoliberalism pp. 90-118.
• Chapter 8, “A SIN-ful approach to poverty reduction?, pp. 180-207
Hanlon, Joseph, Armando Barrientos, and David Hulme, “Introduction” and “Chapter 3: Cash Transfers Today” in Just Give Money to the Poor: The Development Revolution from the Global South (2013) BB

Optional
Easterly, William (2009), “Can the West Save Africa?”, Journal of Economic Literature

11/3 & 5  Peasant differentiation, resistance, & rebellion ... (Asia)
READ:
Li, Tania. 2014. Land’s End.
• Chapter 4
• Excerpt BB

11/10  GROUP RESEARCH PRESENTATIONS
11/12  GROUP RESEARCH PRESENTATIONS
11/17  GROUP RESEARCH PRESENTATIONS
11/19 & 24 Alternative Development, Alternatives to Development and Post-Development

11/19 lecture
11/24 Small group discussion

READ
Li, Tania. 2014. *Land’s End.*
- Chapter 5 “Politics Revisited” and Conclusion
- Chapter 8 Critical Modernism and Democratic Development
- Excerpt TBD

Optional
- Ch. 1 & 7

TUESDAY 11/24 INDIVIDUAL RESEARCH PAPERS DUE BY MIDNIGHT!!!!

11/26-27 Thanksgiving Break

12/1 Climate change: this changes everything

READ
Klein, Naomi. 2014. *This Changes Everything.* BB
- Chapter 1 “The Right is Right: The Revolutionary Power of Climate Change”
- Chapter 2 “Hot Money: How Free Market Fundamentalism helped Overheat the Planet”

12/9 TAKE-HOME FINAL EXAM DUE by 4:45 pm (end of assigned final exam time)