

CRD-180. Transnational Community Development
Winter 2019. Mondays and Wednesdays. 2:10-4:00 pm. 146 Olson

Instructor

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Course Overview

This course examines the theories, institutions, and practices of international development. International development is conventionally associated with economic growth and rural poverty alleviation. A dominant perspective presents development as a top-down, economic-centered process managed by state actors, international development organizations, and aid agencies. While an economic focus dominates the field of development studies, current perspectives emphasize alternative dimensions that include political participation, democratization, and social inclusion. Diverse sets of actors including international non-governmental organizations, transnational community networks, and transnational activists networks carry out the work of promoting development today.

In this course, we pay attention to these new perspectives and examine the social, cultural and political dimensions of development initiatives undertaken by various actors. Specifically, we critically examine how transnational actors are shaping community and national development through the lens of concepts such as citizenship, gender, social change, technology, and polity.

We begin by discussing the epistemological roots of contemporary development theories and agendas, and then discuss the major development theories from the World War II period to today. Following this, we examine global inequalities (going beyond the binaries of north and south divides) and look at the impact of global capitalism on communities in rural South Asia. This lens allows us to look at the contributions offered by the emerging field of transnational studies. We also examine the effects of free-market fundamentalism on socioeconomic inequalities and explore the impact of consumption patterns in the global North on the well being of communities of the global South. Then we consider the role of non-state actors and the private sector in transnational community development by examining the practices of microfinance in rural communities. We look at official efforts to bring people into the formal financial systems (especially through micro-credit programs) and analyze how local inequalities are related to global processes. Following this, we examine the role of the state, technocrats, and experts in developing poverty alleviation and social protection strategies, and end with a discussion on how gender is incorporated in the discussion of transnational community development.

General Learning Outcomes

This is a Social Science GE course in World Cultures and Writing Experience. At the end of the quarter, students will,

- Acquire an informed understanding of the general theories and central debates in the international development field.
- Gain familiarity with the role of various actors in transnational community development.
- Obtain an understanding of the roots, trends, and present status of global inequalities.
- Develop critical perspectives on various contemporary market-driven poverty alleviation strategies.

Readings

The following books are available at the UCD Bookstore and are also on reserve at the library.

Ananya Roy, 2010, *Poverty Capital: Microfinance and the Making of Development*. New York: Routledge. ISBN 978-0-41587-673-5.

Branko Milanović, 2016. *Global Inequality: A New Approach for the Age of Globalization*, Cambridge, MA: Harvard University Press. ISBN 9780674737136.

Katherine Boo. 2012. *Behind the Beautiful Forevers: Life, death, and hope in a Mumbai Undercity*, New York: Random House. eBook ISBN 978-0-679-64550-4.

Richard Peet and Elaine Hartwick, 2015, *Theories of Development*. Third Edition. New York: Guilford Press. ISBN 978-1-4625-1957-6.

Additional Readings are posted on Canvas and will be available for you to download.

<h3><i>Assignments and Grades</i></h3>
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Your grade in this course is based on class participation, a team research project, and two short essay papers all contributing to your final course grade according to the values specified below. This course has a strong reading and analytical writing component.

Item	Value	Points
Discussion/Participation	10%	50
Team Research Project		
Research Proposal	5%	25
Group Presentations	15%	75
Final Research Paper	20%	100
Short Essay Paper I	25%	125
Short Essay Paper II	25%	125
Total	100%	500

a). *Participation* (50 points): Participation is an important component of this course. Each one of us brings a multitude of perspectives and sharing these creates a richer classroom environment. We may not always agree in our interpretations of the material. However, consensus is not the goal of the course and an open discussion facilitates learning.

Participation will be assessed on the following criteria:

Critical Reading Responses & Group discussion:

Group work: This course is conducted seminar style. I will have group activities integrated in our class time. Your active participation in this exercise will facilitate an engaging class discussion. I expect you to come to lecture having completed the assigned readings for each day. You must prepare a comment on the readings. You are encouraged to write out your comment on the readings in one brief paragraph. The comment can take the form of a question or a critique.

Please bring these comments with you to each class session. I might collect them during some randomly selected weeks. Comments will not be formally graded or returned. This is largely an informal exercise but an important one that will help you discuss readings as a group. I encourage you to cite examples and relate them to our discussions. The primary purpose is that you have your comments ready so that you can engage with your peers in discussion.

Besides in-class participation, there are many ways of actively participating in the course which includes asking and answering questions in class, posting comments online on Canvas in the discussion sections, bringing articles from the news to class for discussion, and talking to me during office hours. Please visit me during office hours at least once during this quarter and introduce yourself. It would be best to do this in the beginning rather than at the end of the course.

*A note on Discussions

Please be courteous and respectful of one another. Come to class prepared to discuss the readings with an open mind and a willingness to learn. I expect everyone to let each other talk, listen carefully, think seriously about new or challenging ideas, and respond constructively. Even when you strongly disagree, with someone be mindful about how we respond due to our identities and social location. Disrespectful comments aimed at a particular racial, ethnic, gender, class, religious, political, or sexual orientation group will not be tolerated. See UC Davis principle of community, <https://occr.ucdavis.edu/poc>

b). Team –based Research Project (200 points)

Team Research Project: Consumption, Inequality and Development: This research project is a group project. You will work in a team of four and will conduct this project in the Davis area. Teams will be randomly assigned. The goal of this project is to think critically about living conditions for people in different nations who are linked by global processes of production and consumption. You will work on this project in phases and when time permits will have approximately 15-20 minutes of class time to collaborate with teammates during certain weeks. Each team will submit one final research report. Detailed guidelines for this assignment will be discussed in class and uploaded on Canvas.

c. Short Essay Papers (250 points).

You will write two short critical essays, each approximately 6-7 pages. These papers will provide you an opportunity to critically engage with the course material.

<i>Important Dates</i>

January 23	Wednesday	Research Proposal Due
February 6	Wednesday	Paper I due
February 25	Monday	Paper II due
March 21	Thursday	Final Research Paper due

<i>Class Policies</i>

E-mail

Please put “CRD 180” in the subject lines of all emails. This will enable a timely response. In general, I will respond to your emails within 24-48 hours. E-mail is best used to communicate in brief if you require clarification in a few lines. For time-sensitive issues, please e-mail me as early as possible.

For discussions and detailed explanations on course material, visit me during office hours, or ask questions during class or group discussions. If you cannot make it to my office

hours due to a valid reason, let me know, and I will schedule an appointment with you. Please let me know at least 48 hours before, if you would like to schedule an appointment. I may not be able to accommodate your request if you e-mail me for an appointment the night before. In your request, you must state the reason you cannot make it to regular office hours.

Visit often during office hours. If you are facing a difficult personal situation, or have questions about the materials, please let me know early on in the quarter. Do not wait until the last minute.

Personal Pronouns

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records.

Absences and Missed Classes

Please manage absences and missed classes on your own. It is your responsibility to make up materials you miss during a class absence. Please do not ask me if you have “missed anything important.” Everything we cover in class is important. If you have missed a class, you must check with a peer on what we covered, and meet with me in office hours if you have questions about the material.

*For questions on course policies and deadlines please check the syllabus before approaching me. If your question has been answered on the syllabus, I will refer you back to the syllabus.

Late Papers: Late papers will be docked 5 points each day. **If your paper is not received two days after the due date your score will be changed to a 0.** Exceptions to this rule will be made only for documented emergencies or for pre-planned, excused absences for school-related travel or religious observance. Please contact Dr. Baxi ASAP, and submit the appropriate documentation in advance or alongside the late assignment. [Letters from medical professionals must be written on an official letterhead paper].

Please note: **Paper deadlines will not be rescheduled.**

If you have an emergency situation, please contact me ASAP.

You must complete all work for this class to pass this class. **It is not possible to receive a “No work submitted” at the end of the quarter (in lieu of a grade).** If you complete only part of the work for the class you will receive an F. **Incompletes will not be granted** for this course unless in case of a documented emergency. Students must have completed most of the work for the course to be considered for an incomplete. *In order to receive an “Incomplete” you must have finished most of the work for the class, and you must have my permission.*

If you encounter an emergency situation please be sure to contact me as soon as possible.

Special Accommodations: Any student who feels they require an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Also contact the Student Disability Center at (530) 752-3184 **as soon as possible** to better ensure that such accommodations are implemented in a timely fashion.

Academic Integrity: All students are expected to complete their own work in this course. Cheating or plagiarism will not be tolerated. Students are expected to comply with the rules of conduct and behavior set forth by the University of California, Davis. Any act of cheating or plagiarism may result in penalties ranging from a failing grade on the assignment to dismissal from the university. For more information, see the Student Judicial Affairs web site (<http://sja.ucdavis.edu>).

On-Campus Help with Writing: The Learning Skills Center at Dutton Hall (<http://success.ucdavis.edu/academic/writing.html>) provides writing workshops and writing specialists and tutors with whom students can work on an individual basis on course writing assignments. I encourage you to take advantage of this free service.

Grading: If you would like to discuss a grade you receive on your assignment, please approach me only after 48 hours have passed since you have received your exam back and we will talk about your work. You must approach me no sooner than that, and no later than 1 week after it has been returned to you. If you would like to contest a grade you must make this request in writing explaining why you deserve a better grade. Your letter must be addressed to me and copied to your TA, and must explain with evidence why you feel the your paper deserves a second review.

Professionalism: Each one of us brings varying perspectives in the classroom and often times we may not agree with each other. We will agree to disagree respectfully. It is very important that we respect each other's beliefs and points of view in the classroom and during discussion. Intolerance, prejudice, or derogatory comments will not be tolerated.

Classroom Etiquette

Laptop Policy

- Laptops/tablets must be used only for taking notes during lecture. This means you must not be connected to the Internet during class time. Please be respectful of your peers and do not use laptops/tablets for social media or entertainment during lecture. If I find that laptops are being used for any other purpose than taking class notes, I will ask you to surrender them at the desk till the end of class.

Cell Phones

- Please turn off cell phones during class or place them on vibration or silent mode. I have the same policies for cell phones as for laptops. If used inappropriately, I will hold them for you till the end of class.

Arrivals/Departures

- In general, if you are later than 15 minutes to a class, you will get a 0 for participation that day. Class ends when formally dismissed even if we are convening for group work and lecture is completed. If you need to leave early or come late, please inform me in advance and sit at the back so as to cause minimum disruption to your peers.

In-class Documentaries

- We will at times be watching documentaries or short clips as part of the course. I expect you to write a response to the documentary while viewing it—take notes, make comments, raise questions etc. This is standard instruction for any media we watch in this class. I may or may not collect these comments but these will help facilitate a good discussion, and your active engagement in the process and will count towards your participation grade. [Please note: I will not accept e-mailed comments at a later stage].

Calendar of Readings & Course Schedule
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This schedule is tentative and I may add or remove readings depending on our progress. Any change will be announced in advance and you will have sufficient notice. Please make sure to regularly check for announcements on Canvas, and your email. Readings are available in a folder called Course Readings on Canvas and are available to download. On the syllabus they are denoted by author and shortened title.

Part I: Theories of Development

Week 1 What do we mean by development?

1/ 7 (M): Introduction. No readings

1 /9 (W): *What is Development? Measuring Development*
P&H. “Growth vs. Development.” Chapter 1.
Sen. “The Ends and Means of Development.”
NYT. “Rethinking the Measure of Growth.”

Recommended

Banerjee and Duflo: “More than One Billion People are Hungry in the World.”

Week 2 Theoretical Perspectives

1/14(M): *Conventional Theories of Development*
P& H. “Classical and Neo Classical Theories of Development.”
P& H. “From Keynesian Economics to Neoliberalism.” Chapters 2&3.

1/16 (W): P&H. “Development as Modernization.” Chapter 4.

Week 3 Theoretical Perspectives

1/21 (M): Martin Luther King Day holiday.

1/23 (W): *Non -Conventional Critical Theories of Development*
P& H. “Marxist and Post Structuralist visions of Development.” Chapters 5
& 6.

*** RESEARCH PROPOSAL DUE

Part II: Global Inequality: From International to Global Development

Week 4 The Rise of Global Inequality

1/28 (M): *The Rise of Global Inequality*
Milanović. “The Rise of the Global Middle Class,” and “Inequality within
Countries.” Chapters 1&2.
Browse: Cassidy. “Piketty’s Inequality Story in Six Charts.”

1/30 (W): *Consumption, Inequality, and Development*
Milanović. “Inequality Between Countries.”
Documentary, True Cost.

Week 5 Transnational Communities and Inequalities

2/4 (M): Boo. “Behind the Beautiful Forever’s.”

2/ 6 (W): Boo. “Behind the Beautiful Forever’s” (complete book)
Documentary, Slum cities.

**** PAPER I DUE

Recommended
Mike Davis, *Planet of Slums*

Part 111: NGOs and Private Sector in Development

Week 6 Microfinance and Development

2/11 (M): Corporate Capital, Ethical Capital, and Poverty Capital.
Roy. “Poverty Capital.” Chapters 1 & 2.

2/13 (W): Roy. "Poverty Capital." Chapters 3 & 4.
Documentary, The Last Market.

Recommended

Schiwittay. "The Marketization of Poverty."
Sandel. "What isn't for Sale?"

Week 7

02/ 18 (M): President's Day: No Class

02/20 (W): *Empowerment*
Kabeer. "Gender Equality and Women's Empowerment: A Critical Analysis of 3rd MDG."
Sleigh et al. "I can do Women's Work: Reflecting on Engaging Men as Allies in Women's Economic Empowerment in Rwanda."
Kabeer. "Is Microfinance a Magic Bullet for Women's Empowerment?"

Part IV: States, Technocrats, and Expertise in development

Week 8 Poverty alleviation strategies

02/ 25 (M): *Cash Transfers and Development*
Slater. "Cash Transfers, Social Protection, and Policy Reduction."
Ghosh. "Cash Transfers as a Silver Bullet for Poverty Reduction."
Molyneux and Thompson. "Cash Transfers, Gender Equity, and Women's Empowerment in Peru, Ecuador and Bolivia."

***** PAPER 2 DUE

02/27 (W): *Rule of Experts, Technology, and Development*
Bhatia and Bhaba. "India's Aadhaar Scheme and the Promise of Inclusive Social Protection."
NYT. "Big Brother in India requires Fingerprint scans for food, phones, and finances."
Gelb and Clark. "Identification for Development: The Biometrics Revolution." Pgs 1-19.

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Week 9

3/4 (M): *The Future of International Development*
P&H. "Critical Modernism and Democratic Development." Chapter 8.
Milanović. "What Next?" Chapter 5.
Roy. "Subprime Markets, the Making of Poverty Capital." Chapter 5

3/6 (W): Group Presentations

Week 10

3/11 (M): Group Presentations

3/13 (W): Group Presentations and Course Wrap-Up

The final research paper for this class will be due on Canvas on March 21 at 11 am on the course website.

Recommended Websites

UN Human Development Index, <http://hdr.undp.org/en/content/human-development-index-hdi>

Behind the Beautiful Forevers, <http://www.behindthebeautifulforevers.com>

Freedom from Hunger, <https://www.freedomfromhunger.org>

The Boma Project, <https://bomaproject.org/>

World Social Forum, <https://wsf2018.org/en/english-world-social-forum-2018>

Grameen Foundation, <https://grameenfoundation.org>

The World Bank Data, <https://data.worldbank.org>