



Sociology 4093

Development Sociology

Fall 2020

Tues & Thur 10:30-11:45, via remote delivery

Liam Swiss

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office hrs: Tues & Thur 12:00-13:00 online via appointment.

Book your appointment @ <http://liamswiss.youcanbook.me>

1 Course Overview & Objectives

Who are the Humanitarians of Tinder? Does your mobile phone contribute to a civil war in the Democratic Republic of Congo? Are 'Voluntourists' really helping fight poverty one internship at a time? These and other contemporary development issues will be addressed in this course. The course introduces students to theoretical and recent empirical research in development sociology with a focus on issues of international development, foreign aid, and trade. The course will provide students an opportunity to critically reflect upon the development process and the ways various theoretical and other debates in the development literature manifest in the present social context in the Global South.

2 Remote Delivery & Online Meeting Tips

This course will take place via WebEx accessible from the Brightspace/D2L shell for the course. The schedule for our online meetings is available from the D2L shell. Please connect to the class promptly at 10:30am so that we can maximize our class time. Please mute your microphone when you are not speaking to minimize disruption to others. If possible, share your video to enhance the classroom feeling of being present in class with your colleagues. All course materials will be available via the D2L/Brightspace shell for the course or in the MUN Library system. If you are experiencing difficulty connecting to the online meeting and/or require any assistance or accommodations with accessing the class via remote delivery, please inform Dr. Swiss. Office hours will be conducted via Zoom meeting and can be booked using the URL above.

3 Course Requirements

Requirement	Value	Due Date
1. Class Participation	15%	Ongoing
2. Paper Outline		Oct. 6
3. Response Papers	25%	Ongoing
4. Seminar Presentations	20%	Ongoing
5. Term Paper	30%	Nov. 26
6. Paper Presentation	10%	Nov. 26, Dec.1st or 3rd

1. Class Participation: 15%. You are expected to actively participate in class discussions of the daily readings and issues. You may be randomly called upon to comment at the instructor's discretion. A mid-term update on your participation in the first half of the class will be provided following midterm break.

2. Paper Outline: Due in class, Tuesday, October 6th. This will be a one-page summary and preliminary bibliography outlining your proposed paper topic. Your preliminary bibliography must include a minimum of four journal articles and two books, plus any relevant statistical and policy documents you intend to use. Your paper will not be graded unless you have submitted a paper outline for my approval.

3. Response Papers (5): 25%. Over the course of the semester you will be responsible for preparing five response papers to the day's readings. These papers will be due at the beginning of class on the day the readings are discussed. Papers relating to a day's readings will not be accepted after that class. Response papers will be no more than three pages double-spaced and should either (1) Compare and contrast or state your reaction to the main arguments of the day's readings; or (2) Discuss the day's readings in the context of a real world situation or news story. Each response paper will be worth 5% of the overall grade. All five response papers are mandatory.

4. Seminar Presentations (2): 20%. During the first week of class students will be assigned 2 course readings on which to present during the seminar. The presentations should run approximately 10 minutes and briefly summarize the argument of the article, critically analyze its contribution in comparison to the other reading from that class and raise at least two questions to be addressed during class discussion following the presentations. Please prepare a slideshow/visual aid to be shared online to assist in communicating your presentation to the class.

5. Term Paper: 30%. Due in class Thursday, Nov 26th. This paper will consist of a 15-page (Approximately 3,750 words) research essay on a topic related to Develop-

ment Sociology. The papers should include a clearly thought out research question and provide evidence to support your argument. Arguments are best backed up by academic sources. Please use proper referencing style. Basic requirements include: (1) Papers should be double-spaced, use one inch margins, and 12 pt Times font. (2) Attempt not to exceed the page limit. (3) Please do not change the font size or margins. (4) Please include the grading form available online on D2L as the last page of your paper. Paper preparation will be discussed extensively in class.

6. Paper Presentation: 10%. Nov 26th, Dec 1st, or Dec 3rd. You will prepare and deliver a maximum 10 minute conference-style presentation of your final paper. Please make use of slides/visual aids and stick to the specified time limit. Paper presentation tips will be discussed in class.

4 Course Calendar

The following week-by-week breakdown outlines the topics and readings to be covered in the course. Full references to the readings are listed in the section below.

Week	Days	Topic & Readings
Week 1	Sep 10	Introduction
Week 2	Sep 15	The Sociology of development? [Schrank 2015; Viterna & Robertson 2015]
	Sep 17	Modernization & Dependency [Gunder Frank 1966; Portes 1973]
Week 3	Sep 22	World Systems & World Polity Theories [Chase-Dunn & Grimes 1995; Meyer et al. 1997]
	Sep 24	Post-development [Escobar 1988; Ziai 2017]
Week 4	Sep 29	Development as Freedom [Corbridge 2002; Gasper 2002]
	Oct 1	Decolonizing Development? [Tuck & Yang 2012; Ranta 2016]
Week 5	Oct 6	Foreign Aid [Morgenthau 1962; Opeskin 1996]
	Oct 8 3	Aid Allocation [Briggs 2018; Swiss 2016]
Week 6	Oct 12	NO CLASS - MIDTERM BREAK
	Oct 15	Canada's Feminist Foreign Aid [Rao & Tiessen 2020; Morton, Muchiri, & Swiss 2020]

Week	Days	Topic & Readings
Week 7	Oct 20	NGOs & Development [Edwards & Hulme 1996; Watkins, Swidler, & Hannan 2012]
	Oct 22	Violence Against Aid Workers [Fast 2010; Narang & Stanton 2017]
Week 8	Oct 27	COVID 1 [Oldekop et al. 2020; Barbier & Burgess 2020]
	Oct 29	COVID 2 [Brauer et al. 2020; Walker et al. 2020]
Week 9	Nov 3	Race & Development [Kothari 2006; Patel 2020]
	Nov 5	Voluntourism [McLennan 2014; Tiessen & Heron 2012]
Week 10	Nov 10	From Free to #MetoWe? [Jefferess 2012; Moore 2014]
	Nov 12	Humanitarians of Tinder [Toomey 2017; Richey 2016]
Week 11	Nov 17	Gender & Development [Chant & Sweetman 2012; Springer 2020]
	Nov 19	Sexuality & Development [Lind 2009; Jolly 2011]
Week 12	Nov 24	Conflict & Development [Autesserre 2012; Laudati 2013]
	Nov 26	Student Presentations
Week 13	Dec 1	Student Presentations
	Dec 3	Student Presentations and Course Wrap-up

5 Course Readings

Most course readings are journal articles available through the MUN library's online e-journal system. Select other readings will be made available on the course's BrightSpace/D2L site. For a list of readings by class, refer to the course calendar above.

- Autesserre, Séverine. 2012. "Dangerous tales: Dominant narratives on the Congo and their unintended consequences." *African Affairs* 111(443):202-22.
- Barbier, Edward B., and Joanne C. Burgess. 2020. "Sustainability and development after COVID-19." *World Development* 135:105082.
- Brauer, Michael, Jeff T. Zhao, Fiona B. Bennitt, and Jeffrey D. Stanaway. 2020. "Global Access to Handwashing: Implications for COVID-19 Control in Low-Income Countries." *Environmental Health Perspectives* 128 (5):057005. doi: doi:10.1289/EHP7200.
- Briggs, Ryan C. 2018. "Poor targeting: A gridded spatial analysis of the degree to which aid reaches the poor in Africa." *World Development* 103:133-148. doi: <https://doi.org/10.1016/j.worlddev.2017.10.020>.
- Chant, Sylvia, and Caroline Sweetman. 2012. "Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development." *Gender & Development* 20(3):517-29.

- Chase-Dunn, Christopher, and Peter Grimes. 1995. "World-Systems Analysis." *Annual Review of Sociology* 21:387-417.
- Corbridge, Stuart. 2002. "Development as freedom: the spaces of Amartya Sen." *Progress in Development Studies* 2(3):183-217.
- Edwards, Michael, and David Hulme. 1996. "Too close for comfort? the impact of official aid on nongovernmental organizations." *World Development* 24(6):961-73.
- Escobar, Arturo. 1988. "Power and Visibility: Development and the Invention and Management of the Third World." *Cultural Anthropology* 3(4):428-43.
- Fast, Larissa A. 2010. "Mind the gap: Documenting and explaining violence against aid workers." *European Journal of International Relations* 16 (3):365-389.
- Gaspar, Des. 2000. "'Development as Freedom': Moving Economics Beyond Commodities - The Cautious Boldness of Amartya Sen." *Journal of International Development* 12(7):989-1001.
- Gunder Frank, Andre. 1966. "The Development of Underdevelopment." *Monthly Review* (September).
- Jefferess, David. 2012. "The 'Me to We' social enterprise: Global education as lifestyle brand." *Critical Literacy: Theories and Practices* 6 (1):18-30.
- Jolly, Susie. 2011. "Why is development work so straight? Heteronormativity in the international development industry." *Development in Practice* 21(1):18-28.
- Kothari, Uma. 2006. "An agenda for thinking about 'race' in development." *Progress in Development Studies* 6 (1):9-23. doi: 10.1191/1464993406ps1240a.
- Laudati, Ann. 2013. "Beyond minerals: broadening 'economies of violence' in eastern Democratic Republic of Congo." *Review of African Political Economy* 40(135):32-50.
- Lind, Amy. 2009. "Governing Intimacy, Struggling for Sexual Rights: Challenging heteronormativity in the global development industry." *Development* 52(1):34-42.
- McLennan, Sharon. 2014. "Medical voluntourism in Honduras: 'Helping' the poor?" *Progress in Development Studies* 14(2):163-79.
- Meyer, J.W., J. Boli, George M. Thomas, and Francisco O. Ramirez. 1997. "World society and the nation-state." *The American Journal of Sociology* 103(1):144-81.
- Morton, Sam E., Judyannet Muchiri, and Liam Swiss. 2020. "Which Feminism(s)? For Whom? Intersectionality in Canada's FIAP". *International Journal*. via D2L.
- Moore, Nina. 2014. "ME TO WE: Unpacking the Realities of White Privilege in Development Praxis." In A. Asabere-Ameyaw, J. Anamuah-Mensah, G. J. S. Dei, & K. Raheem (Eds.), *Indigenist African Development and Related Issues : Towards a Transdisciplinary Perspective* (pp. 49-63). Rotterdam: Brill.

- Morgenthau, Hans. 1962. "A Political Theory of Foreign Aid." *The American Political Science Review* 56(2):301-09.
- Narang, Neil, and Jessica A. Stanton. 2017. "A Strategic Logic of Attacking Aid Workers: Evidence from Violence in Afghanistan." *International Studies Quarterly* 61(1):38-51. doi: 10.1093/isq/sqw053.
- Oldekop, Johan A., et al. 2020. "COVID-19 and the case for global development." *World Development* 134:105044.
- Opeskin, B.R. 1996. "The Moral Foundations of Foreign Aid." *World Development* 24(1):21-44.
- Patel, Kamna. 2020. "Race and a decolonial turn in development studies." *Third World Quarterly* 41(9):1463-1475. doi: 10.1080/01436597.2020.1784001.
- Portes, Alejandro. 1973. "Modernity and Development: A Critique." *Studies in Comparative International Development* 79(1):15-44.
- Ranta, Eija Maria. 2016. "Towards a Decolonial Alternative to Development? The Emergence and Shortcomings of Vivir Bien as State Policy in Bolivia in the Era of Globalization." *Globalizations* 13(4): article 5.
- Rao, Sheila, and Rebecca Tiessen. 2020. "Whose Feminism (s)? Overseas Partner Organization's Perceptions of Canada's Feminist International Assistance Policy (FIAP)." *International Journal*. via D2L.
- Richey, Lisa Ann. 2016. "'Tinder Humanitarians': The Moral Panic Around Representations of Old Relationships in New Media." *Javnost - The Public*, 23(4), 398-414.
- Schrank, Andrew. 2015. "Toward a new economic sociology of development." *Sociology of Development* 1(2), 25-50.
- Springer, Emily. 2020. "Bureaucratic Tools in (Gendered) Organizations: Performance Metrics and Gender Advisors in International Development." *Gender & Society* 34(1):56-80.
- Swiss, Liam. 2016. "World Society and the Global Foreign Aid Network." *Sociology of Development* 2(4):342-374.
- Tuck, Eve, and K. Wayne Yang. 2012. "Decolonization is not a metaphor." *Decolonization: Indigeneity, education & society* 1(1).
- Tiessen, Rebecca, and Barbara Heron. 2012. "Volunteering in the developing world: the perceived impacts of Canadian youth." *Development in Practice* 22(1):44-56.
- Toomey, N. 2017. "Humanitarians of Tinder: Constructing Whiteness and Consuming the Other." *Critical Ethnic Studies*, 3(2), 151-172.
- Viterna, Jocelyn, and Cassandra Robertson. 2015. "New Directions for the Sociology of Development." *Annual Review of Sociology* 41(1).
- Walker, Patrick G. T., et al. 2020. "The impact of COVID-19 and strategies for mitigation and suppression in low- and middle-income countries." *Science* 369(6502):413-422. doi: 10.1126/science.abc0035.

- Watkins, Susan Cotts, Ann Swidler and Thomas Hannan. 2012. "Outsourcing Social Transformation: Development Ngos as Organizations." *Annual Review of Sociology* 38(1):285-315.
- Ziai, A. 2017. "Post-development 25 years after The Development Dictionary." *Third World Quarterly* 38(12), 2547-2558.

6 Timely Submission of Course Assignments

Assignments are due when specified on the course outline above. Assignments should be submitted via Brightspace. Late assignments submitted without reasonable justification will be penalized by 5% of the overall assignment value per day late.

If you require a deferred final exam or assignment/paper etc. for medical reasons, please inform me in a timely manner.

7 Academic Misconduct

Academic misconduct is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic misconduct is neither accepted nor tolerated by the University. Anyone found guilty of academic misconduct is liable to severe academic sanctions. Some examples of academic offences include:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored by the student; or
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

For more information, please refer to Section 6.11 of the MUN Calendar regarding "Academic Misconduct" of Undergraduate Students:

<http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748>

8 Student Services on Campus

A number of student support services exist on campus that may be of use to you throughout the course of the term:

1. **The Commons (QEII library)** provides access to print, electronic and technology resources.
2. **The Aboriginal Resource Office (4th Floor UC)** provides support services to Aboriginal students. The office works to advocate and educate the general university population regarding inclusion of our unique Aboriginal peoples found within Newfoundland and Labrador.
3. **Internationalization Office (CA-2004)** provides a variety of programmes to support international students' transition to Memorial University and Newfoundland.
4. **The Counselling Centre (UC-5000)** helps students develop their personal capabilities, ranging from study strategies to assisting distressed students.
5. **Student Affairs and Services (Answers, UC-3005)** answers questions about such things as courses, housing, books, financial matters and health.
6. **The Writing Centre (SN-2053)** is a free, drop-in facility for students and to help you become a better writer and critical thinker.
7. **The Glenn Roy Blundon Centre (UC -4007)** serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning (disabilities), chronic illness, or mental health; support is also provided to students with documented temporary illnesses and injuries.