



Sociology 4093

Development Sociology

Winter 2020
Mon & Wed 15:30-16:45, rm AA4049D

Liam Swiss

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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 Course Requirements

Requirement	Value	Due Date
1. Class Participation	15%	Ongoing
2. Paper Outline		Feb. 3
3. Response Papers	25%	Ongoing
4. Seminar Presentations	20%	Ongoing
5. Term Paper	30%	Mar. 23
6. Paper Presentation	10%	Mar. 25, 30, or Apr. 1

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, Monday, February 3rd. 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 should 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 submit a one-page typed summary of your presentation to the class.

5. Term Paper: 30%. Due in class Thursday, March 23rd. This paper will consist of a 15-page (Approximately 3,750 words) research essay on a topic related to Development 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%. March 25th, March 30th, or April 1st. 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.

3 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	Jan 6	Introduction
	Jan 8	The Sociology of development? [Schrank 2015; Viterna & Robertson 2015]
Week 2	Jan 13	Modernization & Dependency [Gunder Frank 1966; Portes 1973]
	Jan 15	World Systems & World Polity Theories [Chase-Dunn & Grimes 1995; Meyer et al. 1997]
Week 3	Jan 20	Post-development [Escobar 1988; Ziai 2017]
	Jan 22	Development as Freedom [Corbridge 2002; Gasper 2002]
Week 4	Jan 27	Decolonizing Development? [Tuck & Yang 2012; Ranta 2016]
	Jan 29	Foreign Aid [Morgenthau 1962; Opeskin 1996]
Week 5	Feb 3	Aid Allocation [Briggs 2018; Swiss 2016]
	Feb 5	Canada's Feminist Foreign Aid [Tiessen & Swan 2018; Brown & Swiss 2017]
Week 6	Feb 10	NGOs & Development [Edwards & Hulme 1996; Banks, Hulme & Edwards 2015]
	Feb 12	NGOs & Aid Workers [Watkins, Swidler, & Hannan 2012; Springer 2020]
Week 7	Feb 17/19	NO CLASSES - MIDTERM BREAK
Week 8	Feb 24	Coffee & Fair Trade [Bacon 2005; Reynolds & Rosty 2020]
	Feb 26	Conflict & Development [Autesserre 2012; Laudati 2013]
Week 9	Mar 2	Blood Diamonds? [Bieri & Boli 2011; Olsson 2006]
	Mar 4	The Developmental State [Ang 2017; McDonnell 2017]
Week 10	Mar 9	Voluntourism [McLennan 2014; Tiessen & Heron 2012]
	Mar 11	Humanitarians of Tinder [Toomey 2017; Richey 2016]
Week 11	Mar 16	Gender & Development [Chant & Sweetman 2012; Evans 2016]
	Mar 18	Sexuality & Development [Lind 2009; Jolly 2011]
Week 12	Mar 23	Celebrity [Richey & Ponte 2008; Samman et al. 2009]
	Mar 25	Student Presentations
Week 13	Mar 30	Student Presentations
	Apr 1	Student Presentations and Course Wrap-up

4 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 D2L site. For a list of readings by class, refer to the course calendar above.

- Ang, Yuen Yuen. 2017. "Beyond Weber: Conceptualizing an Alternative Ideal Type of Bureaucracy in Developing Contexts." *Regulation & Governance* 11(3):282-98.
- Autesserre, Séverine. 2012. "Dangerous tales: Dominant narratives on the Congo and their unintended consequences." *African Affairs* 111(443):202-22.
- Bacon, Christopher. 2005. "Confronting the Coffee Crisis: Can Fair Trade, Organic, and Specialty Coffees Reduce Small-Scale Farmer Vulnerability in Northern Nicaragua?" *World Development* 33(3):497-511.
- Banks, Nicola, David Hulme, and Michael Edwards. 2015. "NGOs, States, and Donors Revisited: Still Too Close for Comfort?" *World Development* 66(0):707-18.
- Bieri, Franziska, and John Boli. 2011. "Trading Diamonds Responsibly: Institutional Explanations for Corporate Social Responsibility." *Sociological Forum* 26(3):501-26.
- Brown, Stephen, and Liam Swiss. 2017. "Canada's Feminist International Assistance Policy: Game-Changer or Fig Leaf?" Pp. 117-31 in *How Ottawa Spends, 2017-2018*, edited by Katherine A.H. Graham and Allan M. Maslove. Ottawa: School of Public Policy and Administration, Carleton University.
- 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.
- Evans, Alice. 2019. "How Cities Erode Gender Inequality: A New Theory and Evidence from Cambodia." *Gender & Society* 33(6):961-84.
- Gasper, 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).
- Jolly, Susie. 2011. "Why is development work so straight? Heteronormativity in the international development industry." *Development in Practice* 21(1):18-28.
- 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.
- McDonnell, Erin Metz. 2017. "Patchwork Leviathan: How Pockets of Bureaucratic Governance Flourish within Institutionally Diverse Developing States." *American Sociological Review* 82(3):476-510.
- 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.
- Morgenthau, Hans. 1962. "A Political Theory of Foreign Aid." *The American Political Science Review* 56(2):301-09.
- Nederveen Pieterse, J. 1998. "My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development." *Development and Change* 29(2):343-73(31).
- Olsson, Ola. 2006. "Diamonds Are a Rebel's Best Friend." *World Economy* 29(8):1133-50.
- Opeskin, B.R. 1996. "The Moral Foundations of Foreign Aid." *World Development* 24(1):21-44.
- 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.
- Raynolds, Laura T. and Claudia Rosty. 2020. "Fair Trade USA Coffee Plantation Certification: Ramifications for Workers in Nicaragua." *Development Policy Review*. doi: 10.1111/dpr.12473.
- Richey, Lisa Ann, and Stefano Ponte. 2008. "Better (Red)™ than Dead? Celebrities, consumption and international aid." *Third World Quarterly* 29(4):711-29.
- Richey, Lisa Ann. 2016. "'Tinder Humanitarians': The Moral Panic Around Representations of Old Relationships in New Media." *Javnost - The Public*, 23(4), 398-414.

- Samman, Emma, Eilish Mc Auliffe, and Malcolm MacLachlan. 2009. "The role of celebrity in endorsing poverty reduction through international aid." *International Journal of Nonprofit and Voluntary Sector Marketing* 14(2):137-48.
- 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.
- 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.
- Tiessen, Rebecca, and Emma Swan. 2018. "Canada's Feminist Foreign Policy Promises: An Ambitious Agenda for Gender Equality, Human Rights, Peace, and Security." In N. Hillmer & P. Lagassé (Eds.), *Justin Trudeau and Canadian Foreign Policy* (pp. 187-205).
- 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).
- Ziai, A. 2017. "Post-development 25 years after The Development Dictionary." *Third World Quarterly* 38(12), 2547-2558.

5 Timely Submission of Course Assignments

Assignments are due when specified on the course outline above. Late assignments 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. If a medical condition persists for longer than 5 days, please secure documentation from a medical professional.

6 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>

7 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.