

Appendix D:
Sample Syllabi

**International Studies 356
Introduction to Globalization**

The Ohio State University

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OH: T, R 11:20-12:20, 3081 Derby Hall

Class Description

This course introduces students to the contemporary debate around globalization. It presents fundamental concepts, theories, and actors in this field, and is designed to prepare students for further work in the particular area of international political economy. IPE is distinct from international economics. We will introduce economics frequently, but the political behavior and goals of actors in global economy will be more central. We will also consider the cultural and social aspects of globalization.

The first half of the course will discuss globalization as an IPE phenomenon. We will develop the basic vocabulary of international economics – trade, comparative advantage, economies of scale, development, etc. We examine theories of international economic relations which purport to explain behavior in the global economy – liberalism (multilateralism, neoclassicism), realism & mercantilism, neo-Marxism & exploitation, hegemony stability & trade. The second half of the course examines social and cultural globalization. Globalization is frequently said to be homogenizing and integrating behavior and tastes.

This last concern underscores the normative questions surrounding globalization, which we will discuss throughout the course. Globalization's impact is the greatest in the global South. Southern and developing country perspectives, on issues such as cultural traffic and equity, will be regularly discussed. Also, we will discuss the objections of the various opponents of, and threats to, the global economy, from the left – labor, nongovernmental organizations, and the antiglobalization movement – and the right – religious and nationalist backlashes, including terrorism, and vested interests, including national champions and farmers.

Course Objectives

This course fills the GEC social science and diversity categories. Regarding social science, the university writes:

Goals/Rationale:

Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Regarding diversity, the university writes:

Goals and Rationale:

International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

Learning Objectives:

1. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Students should leave the course with the ability to conceptually analyze the globalization debate. It is a large, poorly bounded discussion; after this course, you should have the ability to cut into it in theoretically meaningful ways. Ideally such knowledge will improve your ability to make informed choices as voters. More practically, students should take away the critical abilities to read moderately difficult international affairs journals such as *Foreign Affairs*, and high quality periodicals such as the *Economist*. Finally, the material presented here is serious, professional-grade research, not textbooks. It is intended to prepare you for future graduate or professional work in this area.

Textbooks

David Balaam and Michael Veset, *Introduction to International Political Economy, third edition*, Prentice Hall: Upper Saddle River, NJ, 2005. ISBN: 0131895095.

Thomas Friedman, *The Lexus and the Olive Tree: Understanding Globalization, updated and expanded edition*, Anchor: New York, 2000. ISBN: 0385499345

William Strunk and E. B. White, *Elements of Style, fourth edition*, Allyn & Bacon: Boston, 2000. ISBN: 020530902X (This is optional but *highly* recommended if you are unsure of your writing skills. All of your work in this class will be in essay format.)

Class Requirements

There is no negative attendance policy. Attendance, however, is not unimportant, for class aims at the discussion of the material, not simply the presentation of information. Lecture will not be an abbreviated version of the texts; much of our time will be discussion of the reading. Also, while missed classes will not lower your grade, I do reserve the right to assist the final letter grade of students who attend and participate regularly. *I assume you are serious enough to realize the importance of attendance.*

Furthermore, not only attendance, but participation as well, is *expected*. Although I do not take formal attendance, you are responsible for and bound to any information and course changes passed along in class. I will conduct our class time as close to a discussion seminar as feasible with a group this size. Lectures will be brief and will ideally be driven by your questions from the assigned reading.

You are obviously responsible for all material discussed in lecture and covered in the assigned reading. Class discussion will test your knowledge of the reading, so you are well-advised to do *all* of it. The two texts have been assigned in their entirety. Lectures will not be posted on the Internet nor shared with students. Outlines, review sheets, etc. will not be distributed. The reading and the class sessions serve that purpose. As some material from the book will not be discussed in class and some class lecture will not come from the book, you are advised to both read and participate regularly in preparation for your essay.

If you do not read, you will fall behind *rapidly*. The reduced reading load is also designed to open time for work on your papers and to read serious international economic journalism. You should begin to read regularly the *Economist*, *Foreign Policy*, *Foreign Affairs*, and *Finance & Development* (yes, all of them). Among the dailies, the most important are the *Financial Times*, the *Wall Street Journal*, and the *New York Times*. This reading serves not only to tie the course material to the actuality of the global economy, but to expose you to potential paper topics. The sooner and more fully you do this, the easier the paper(s) will be to write. If I sense from discussion that students are not completing this reading, I reserve the right to require article summaries from the journals listed above.

Evaluation

Your evaluation in this class will be research papers: one 12-page paper, OR two 6-page papers, OR three 4-page papers. You choose the modality you prefer. The paper may be on any topic you choose in the broad area of IPE or globalization. I highly recommend you email or talk to me about your topic, although you need not do so. The paper is to be an investigation of a problem or puzzle in IPE or globalization (there are lots); they are NOT to be histories, literature reviews, or 'journalism.' You must make a *theoretical argument* (foreign aid entrenches dictators, rather than helps the global poor; trade liberalization only benefits the industrialized countries; the Millennium Development Goals are a sham for real development assistance; whatever), but it must be written in general and conceptual language. You must use the tools and concepts developed in the course. It may not be a case study of a country or organization that interests you: your paper may involve the United States as a case, but may NOT substantially turn on the United States in the basic argument without my express consent. This is not an American politics or American foreign policy class. Avoid this common error.

You should begin to think on your topic/s within a few weeks. Use the journalism reading required above. Also use their website search engines, and, obviously, the bibliographies of the texts. Please do not ask me for a topic. This is part of the challenge of the assignment. When you have a topic and an outline, you should write to me.

However, do not send me prose, or otherwise ask me to 'pre-correct' your work. This is not appropriate or fair to other students. Consider the Writing Center or other editors.

The papers must be given to me no later than the final day of class. There will be no in-class exams, no final exam, no make-ups. I strongly advise you to think of these papers as serious projects you can follow-up in the future and may consider submitting to graduate program admissions. If you begin this project with just a few weeks or even days before the due date, you will almost certainly do poorly.

Writing is fundamental to your grade in this class. Your product should be a lucid, organized, and edited product. The following are the rules of paper. You deviate from them at substantial risk to your grade.

1. You ***MUST*** use the following spec: 1-inch margins all around, 12-point font, Times New Roman, double-spacing, with a single return carriage between sections, with footnotes (not endnotes) in 10-point TNR font with single-spacing.
2. Do not write much beyond the page limit, or I will cease reading. On the other hand, the page limit does not indicate content. Do not add fluff like excessive margins, bizarre fonts, pointless or oversized graphs, multiple return carriages between sections or inserts, photographs, long quotations, etc. Any long citations must use the footnote spec and must be absolutely necessary for your work. Graphs, charts, photographs, etc. do NOT count toward your final page count, but do not place them in an appendix. Gimmicks will be perceived as such and negatively impact your grade.
3. Bibliographic footnotes are required (no endnotes or in-line citations), but do not use discursive, tedious footnotes to pad your work. *Research-caliber* citations are expected; I would like to see your use of the class texts, but this is not required if your substitutes are adequate and scholarly. Use of general news services from the Internet is highly discouraged, and *Wikipedia is not acceptable*. Seek out more substantial works, such as books or journal articles. Citations to online links must be immediately accessible to me, or this will impact your grade. If the links will time out before I can reasonably look at them do not use them. Also, if you use a paying site (parts of the *WSJ*, *NYT* and *FT*), you must be willing to provide me with the necessary log-in information. If you are not comfortable with this, do NOT use these websites.
4. *Do not write less than the page limit.* This will substantially jeopardize your grade.
5. If you choose to write more than one paper, the topics and works cited must be substantially different. Do not write the same paper two or three times.
6. *This course assumes you know how to write a sustained research paper!* I ***ASSUME*** that you know how to cite properly, use standard written English, develop footnotes, etc. If you do not, consult the optional text and the University Writing Center (<http://www.cohums.ohio-state.edu/cstw/writingcenter.html>) at 485 Mendenhall Labs immediately. Please do not ask me to act as editor or proof-reader of your work. I will NOT answer questions such as 'how many sources do I need' or 'how many footnotes per page,' etc.

Style and structure are crucial in any written product. Good writing will help your essays enormously. Among other things, an 'A'-quality term paper will have: a *clearly defined thesis* statement, a plan of organization for the paper presented very early, logical evidence presented as distinct points in support of your thesis, and focused, directed sentences that communicate discrete information and which build upon previous ones. Here are some basic expectations. For all others, consult Strunk and White or the Writing Center.

- have a one- or two-sentence encapsulation of your project (a thesis): the more you think of your topic as a question/puzzle you are answering, the easier this will be
 - *have an outline presented very early and stick to it: don't wander*
 - avoid bombast or poetics: write seriously and scientifically
 - don't write the way you talk: oral English is not social science writing – look at the texts and journalism for examples of solid, clear writing in this field
 - use active verbs
 - quadruple check your grammar – punctuation, spelling, etc: this is a no-brainer
 - avoid run-on sentences: be lucid
 - avoid fluff and drift: each sentence should have a discrete purpose, otherwise cut it
 - avoid wild overgeneralizations: only say what you can prove
 - use data: find some good charts or other numbers, interviews, etc. that support your claims
 - avoid excessive repetition: its just padding
 - have someone else, preferably from the Writing Center, read your work for general readability: if they can't figure it out, then neither can I
7. Your grade will be assigned by the following scale. 25%: compliance with the required spec; 25%: style; 50%: content.

Finally, participation will supplement your essay grade/s. While your course grade will not decline because of nonparticipation, I will raise it by up to one whole letter grade if you participate regularly and intelligently. This is assigned at my discretion.

Class Policies

1. Don't be late. Enter quietly if you are late – hold the door. If you arrive late regularly, I will request to speak to you. If you are more than 15 minutes late, please wait for the break before entering class.
2. Please turn off your phones or beepers in class.
3. Students with disabilities should make any concerns known to me right away.
4. Don't cheat or plagiarize! If you are caught, I will send your work to the Committee on Academic Misconduct. Be responsible for your own work. I reserve the right to ask any student I suspect for an electronic copy of his/her essay, and to submit to the university's anti-plagiarism service if I deem it reasonable. Note also that 'forgetting' or otherwise

improperly citing others' work is considered plagiarism. Avoid excessive 'similarity' to something you found on the web. You are expected to know how to cite properly. Be warned that it is very easy to catch plagiarism now because of cross-referenceable electronic databases. *You will be caught.*

5. Class discussion will be a central part of course. Please raise your hand before speaking and otherwise behave civilly.

6. Do not chat, pass notes, read the newspaper, sleep, or otherwise disrupt class. If you continue to distract, I reserve the right to remove you and then assign your seat in future classes. I reserve the right to permanently separate your seat from those with whom you disrupt class.

7. *Material to be graded must be delivered to me personally in paper on the appropriate date.* Without my *express* permission, nothing will be accepted electronically, nor in my department mail box, nor from students who cut that day of class, nor in any other manner. I will consider any such work to be turned in one day late. Every day (not course meeting) an assignment is late without a documented and accepted excuse, its grade will decline by one full letter grade. If you have any reason why you cannot complete the assignments in the required timeframe, you need to see me *personally* before the due date. Do not tell me on or after the due date that you cannot complete the work. I am sympathetic to external concerns, such as health or family issues, but please do not abuse my generosity. Work, other course projects, 'I just need more time,' etc. are NOT legitimate excuses. You must have legitimate documentation. I highly recommend you complete the work in the timeframe of the quarter. Incompletes tend to be poorer work.

8. As a student, you are ultimately responsible for placing your work in my hands and otherwise communicating *proactively* with me on any necessary issues. I will not email or phone students who miss exams, 'forget' about term papers, discover a 'sudden' illness, etc. Do not assume I received your call, could open your attachments, checked my mail box, whatever. Do not just disappear and then return with an expectation of flexibility or leniency. *You must speak* with me for any relevant issues. Any alterations of expectations must have my *explicit* approval. Please demonstrate the proper care and show the appropriate civility in completing assignments for this course and otherwise engaging with me and your fellow students. Thank you.

Class Schedule

1. Introduction: IPE and IR in the social sciences

I. Globalization as an IPE Phenomenon

Text: *Introduction to International Political Economy*

2. Basics and Paradigms: Realism

Preface, chs. 1-2

3. Paradigms: Liberalism and Dependency
chs. 3-4
4. Paradigms: Others; Introduction to Trade
chs. 5-6
5. Movie Day
6. International Finance
chs. 8-9
7. IPE and Power in International Security
chs. 9-10
8. Regionalization as an Alternative to Globalization ?: EU & NAFTA
chs. 11-12
9. Regionalization as an Alternative to Globalization ?: Japan & Transition States
ch. 13-14
10. Development: North-South Relations
chs. 15-16
11. Development: FDI and Commodities in the South
chs. 17-18
12. Future of IPE/Globalization
Chs. 19-21

II. Globalization as a Social and Cultural Phenomenon

Text: *The Lexus and the Olive Tree*

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13. Globalization as Social Integration
Introduction, Opening Scene, chs. 1-4
 14. The Golden Straitjacket: Harmonization or Homogenization ?
chs. 5-7
 15. Technology as the Driver of Globalization
chs. 8-10
 16. Globalization → Interdependence → Peace ?
chs. 11-13
 17. Pushback: Opponents of Globalization

chs. 14-16

18. US and Globalization: Ready or Not ?
chs. 17-18

19. US and Globalization: Strategies for the Future
chs. 19-20

Web Sites

The following web sites should be useful for your term paper and for general interest in the material of the course. I recommend you use them as we discuss various subjects. Simply typing a topic into many of their search engines will return a myriad of information and interesting links. Citing from the Internet is acceptable for your term papers, provided the source is credible. Please share with me any other websites you find that are relevant to the course.

Data for International Economics

Economist Intelligence Unit: <http://www.eiu.com/>

CIA World Factbook: <http://www.odci.gov/cia/publications/factbook/index.html>

Global Governance/Globalization

Global Governance: <http://www.arts.ualberta.ca/GlobalGovernance/>

<http://www.globalpolicy.org/>

<http://www.aboutglobalization.com/>

International Organizations

International Monetary Fund: <http://www.imf.org/>

World Bank: <http://www.worldbank.org/>

United Nations: <http://www.un.org/>

World Trade Organization: <http://www.wto.org/>

Critics of Globalization

<http://www.globalexchange.org/>

<http://www.ifg.org/>

<http://www.50years.org/>

<http://social.chass.ncsu.edu/soroos/HSS393/AntiglobalizationWebsites.html>

<http://www.aflcio.org/issues/jobseconomy/globaleconomy/index.cfm>

Foreign Policy

Council on Foreign Affairs: <http://www.cfr.org/>

(publisher of the journal *Foreign Affairs*)

American Foreign Policy Council: <http://www.afpc.org/>

Chicago Council on Foreign Relations: <http://www.cccfr.org/>

(good public opinion survey work on US attitudes on FoPo issues)

Institute for Foreign Policy Analysis: <http://www.ifpa.org/>

Project for a New American Century: <http://www.newamericancentury.org/>

(neoconservative)
Foreign Policy: <http://www.foreignpolicy.com/>

Think-Tanks

Brookings Institute: <http://www.brook.edu/> (leftish)
Institute for International Economics: <http://iie.com/> (pro-globalization)
Heritage Foundation: <http://www.heritage.org/> (conservative)
American Enterprise Institute: <http://www.aei.org/> (conservative)

Third World

South Center: <http://www.southcentre.org/>
Non-Aligned Movement: <http://www.nam.gov.za/>
Group of 77: <http://www.g77.org/>
Africa: <http://www.africaonline.com/>

Films/Documentaries

The following films are no substitute for the reading, nor should they be taken as accurate history in all cases. However they may help you visualize the subjects we discuss and, more broadly, bring you closer to the mood and feel of our topics. Please alert me to any others you would recommend.

Commanding Heights: The Battle for the World Economy
The Emerald Forest
Roger and Me
The Big One
Life and Debt
The Corporation
Syriana

AAAS 310: PERSPECTIVES ON THE AFRICAN DIASPORA**Credits:** 5**Meetings:** Two 2-hr meetings**Prerequisites:** AAAS 101**Instructor:** Arr**Format:** Lecture-discussion

Preamble: The last ten years has seen a significant increase in diversity and intensity of efforts toward understanding the African diaspora and its impact on contemporary issues, both within and outside of academic circles. Symposia, gallery and online exhibitions, residencies, scholarly publishing, research programs funded by major corporate donors, multicultural and interdisciplinary programs of academic institutions are among these efforts. Increased interaction and migrations within diasporic communities, new infusions from the African continent, and contemporary mechanisms (formal and informal) for reconnecting with Africa all together make a strong statement on the need for innovative courses offerings on the African diaspora. These courses will serve the challenges of our time and support emerging directions in academic programs.

Course Description: This course will introduce students to the African diaspora by focusing on key historical moments and current issues or patterns that have qualified the lives of people of African descent living in the Americas, Europe, Middle East, and Asia. The global dispersion of peoples of African descent will also be understood in the light of return to Africa movements and the important dynamic they contribute toward patterns of African continuities, ruptures, and disjunctures in the African diaspora. Focusing first on the basic nature of African sociocultural roots and the transformative work of the Middle Passage, the course will explore, within a comparative framework, several forms of blackness or African identity, as qualified by politics of race and ethnicity, geography and migration, and contemporary inventions and experiences. Key concepts associated with the African diaspora such as Africanism, acculturation and syncretism, Pan-Africanism, Négritude, hybridity/creolité, Afrocentrism, transculturation, globality/transnationalism, etc.) and their syntheses will be explained in the light of specific examples from religion, language use, popular culture, music and dance, visual arts, oral literature, kinship, etc. A selection of debates about African retentions (aka survival studies) will be examined in the light of contemporary evidence and scholarship, with emphasis on how they illuminate the identification of the African diaspora. In sum, the course will furnish students with background materials, ideas, problems, and research examples that will prepare them for the more advanced, graduate offerings on the African diaspora.

REQUIRED TEXT:

Harris, Joseph E. ed., *Global Dimensions of the African Diaspora*. 2nd ed. Washington, D.C.: Howard University Press, 1993

Supplementary essays and videos on reserve

COURSE REQUIREMENTS:

Students must complete all reading assignments before each class and be prepared to respond to questions based on the readings, as indicated in the weekly schedule.

Critical Review: Students select and provide a critical review (3 pages, minimum) of a book, extended essay, film, documentary, musical composition, choreography, theatre piece, or significant audio recording (that also has substantial contextual and musical details). The selection must first be approved by the instructor; the content, theoretical and methodological implications of the work must relate to ideas of African diaspora in specific ways. Students will be given a sample list of works/artists/authors, as a starting point.

This assignment is to allow students a deeper and extended encounter with one or more concepts and issues presented in class by focusing on a piece of work that explores these issues in depth, both in terms of theoretical approach and subject matter, particularly as they relate to the issue of blackness and African identity, over time and space. The reviews are due by the 8th (week) of the 10-week class.

All written assignments must be typed, double-spaced, 12-point Times Roman and must conform to one of the major citation formats or styles consistently.

Final Exam/Term Paper: All students will take two quizzes, mid-term and final exams. The quizzes will be objective questions, multiple choice and brief written responses; the mid-term and final exams will emphasize essay questions, allowing students to demonstrate their critical, analytical and interpretive skills in the form of extended responses. The quizzes will demonstrate students' grasp of basic concepts, issues, and facts.

Grading:

Attendance	5%	
Quiz 1	15%	
Quiz 2	15%	
Critical Review		15%
Mid-term Exam	20%	
Final Exam	30%	
TOTAL	100%	

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

NB: The instructor reserves the right to change, substitute or add information to the weekly themes of the course schedule.

WEEKLY SCHEDULE**WEEK 1: AFRICAN SOCIETIES, PAST AND PRESENT**

Major African civilizations and their global impact
Diversity of socioeconomic, political, religious, and aesthetic traditions and external influences

Readings:

--Special handouts

Video and discussions:

--Africa: *Program 1, Different but Equal; Program 7, The Rise of Nationalism* (Davidson)
--Selections from *Wonders of the African World*. Programs 1 and 2 (Gates)

WEEK 2: GLOBAL DISPERSION; THE MIDDLE PASSAGE***Readings:***

--Uya, "The Middle Passage and Personality Change Among Diaspora Africans" (Harris, pp. 83-98)
--Levine, "African Culture and Slavery in the United States" (Harris, pp. 99-108)

Online assignments:

--<http://diaspora.northwestern.edu/> (*Global Mappings: A Political Atlas of the African Diaspora*). This interactive website demonstrates linkages between

transnational black politics, social movements and world historical events of the 20th century.)

Documenting The Global Black Experience For The 21st Century

--<http://www.nypl.org/research/sc/WEBEXHIB/legacy/legacy2.htm>

(*Documenting The Global Black Experience For The 21st Century* [Schomburg Library])

Videos:

--*Africa: Program 5, the Bible and the Gun* (Davidson)

--*Amistad* (Spielberg)

WEEK 3: DEFINING THE AFRICAN DIASPORA: KEY CONCEPTS

Readings:

--Shepperson, "African Diaspora: Concept and Context" (Harris, pp. 41-50)

--Skinner, "The Dialectic Between Diasporas and Homelands" (Harris, pp. 11-40)

--Wilson, "Conceptualizing the African Diaspora" (<http://people.cohums.ohio-state.edu/avorgbedor1/concept1.pdf>)

--Alpers, "Defining the African Diaspora" (<http://people.cohums.ohio-state.edu/avorgbedor1/defs1.pdf>)

Video discussion:

--*Black Is... Black Ain't*

WEEK 4: KEY CONCEPTS. CONTD: Africanism, retention, syncretism, reinterpretation, etc.

--Holloway, "Introduction [Africanisms]" (pp. ix-xxi of *Africanisms in American Culture*, Holloway; reserve)

--Price, "Maroons and their Communities" Intro to Richard Price, *Maroon Societies: Rebel Slave Communities.*, pp. 1-30; reserve)

--Evans, "African Elements in Twentieth Century United States Black Folk Music" *Jazzforschung / Jazz Research*, Austria Vol. X (1978):85-110 (reserve)

--Connor, "Africanisms in Slave Narratives" (Xerox on reserve)

--Apter, "Herskovits's Heritage: Rethinking Syncretism in the African Diaspora" (Xerox on reserve)

Video discussion:

--*The Land Where the Blues Began* (Lomax)

--*Eno Washington* (tracing African roots of African American dance forms)

WEEK 5: RETHINKING SYNCRETISM, CREOLIZATION AND ETHNIC IDENTITIES—EXAMPLES FROM LATIN AMERICAN MUSIC AND RELIGIOUS PRACTICES

Readings:

Kubik, "Ethnicity, Cultural Identity, and the Psychology of Culture Contact" (Béhague, *Music and Black Ethnicity*, pp. 17-46)

--Jorge, "La madama francesita: A New World Black Spirit" (Harris, pp. 205-222)

--Raboteau, "African Religions in America: Theoretical Perspectives" (Harris, pp. 65-83)

Video discussion:

--*Bahia: Africa in the Americas*

--*The Garifuna Journey*

--*Santería* (PBS)

--*What is Black Theater?* (videotaped panel discussion at the 2003 International Drama and Theater conference)

WEEK 6: PAN-AFRICANISM, NÉGRITUDE AND GARVEYISM

[mid-term exam]

Readings:

--Kodi, "The 1921 Pan-African Congress at Brussels: A Background to Belgian Pressures" (Harris, pp. 263-288)

--Drake, "Diaspora Studies and Pan-Africanism" (Harris, pp. 451-514)

--Marin, "Garvey and Scattered Africa" (Harris, pp. 441-450)

--Shyllon, "Blacks in Britain: A Historical and Analytical Overview" (Harris, pp. 223-248)

--special handouts

Video discussion:

--*W.E.B. DuBois: Biography in Three Voices*

WEEK 7: GLOBAL DIMENSIONS—Asia and the Middle East

Readings:

--Hunwick, "African Slaves in the Mediterranean World: A Neglected Aspect of the African Diaspora" (Harris, pp. 289-324)

--Harris, "Africans in Asian History" (Harris, pp. 325-338)

Video discussion:

--*From Africa to India: Sidi Music in the Asian Diaspora*

--selections on the Oman/Gulf region

WEEK 8: RETURN MOVEMENTS AND CONTEMPORARY RECONNECTIONS

[critical reviews due]

Readings:

--Boadi-Siaw, "Garvey and Scattered Africa" (Harris, pp. 421-440)

--Steady, "Women of Africa and the African Diaspora: Linkages and Influences" (Harris, pp. 167-188)

--Wyse, "The Sierra Leone Krios: A Reappraisal from the Perspective of the African Diaspora" (Harris, pp. 339-368)

--Mahaniah, "The Presence of Black Americans in the Lower Congo from 1878-1921" (Harris, pp. 405-420)

Videos discussion:

--*The Language You Cry in* (investigates Gullah-Sierra Leone roots through interdisciplinary lenses)

WEEK 9: CONTEMPORARY INVENTIONS AND RECONNECTIONS

The Afrocentric Idea

Oyotunji Yoruba Village in the South

The Pan-African Festival in Ghana

Readings;

--Harris, "Return Movements to West and East Africa: A Comparative Approach" (Harris, pp. 51-64)

Video discussions:

--"Oyotunji Yoruba Village" (taped lecture by Kamari Clarke, 03/29/99)

--"Kwaanza"

WEEK 10: NEW KIDS ON THE BLOCK? THE NEW AFRICAN DIASPORA(S), IN AND OUT OF AFRICA

Selected case studies and creative works to demonstrate new collaborations and linkages, into and out of Africa with emphasis on performing and visual arts

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- Frazier, E. Franklin. *The Negro Family in the United States*. University of Chicago Press, 1946.
- Herskovits, Melville J. *The Myth of the Negro Past*. Harper & Brothers Publishers, 1941.
- _____. *Acculturation: The Study of Culture Contact*. Gloucester, Mass.: P. Smith, 1958.
- Price, Richard, ed. *Maroon Societies: Rebel Slave Communities in the Americas*. Garden

City, New York: Anchor Books, 1973.

Sterling, Stuckey. *Slave Culture. Nationalist Theory and the Foundations of Black America*. Oxford: Oxford University Press, 1987

Film-/Videography

Africa: A Voyage of Discovery. 8 video programs. Home Vision and MBT/RM Arts
Amistad (1998)

Bahia: Africa in the Americas

Black Is...Black Ain't

Eno Washington

The Garifuna Journey.

The Land Where the Blues Began

The Language You Cry in

From Africa to India: Sidi Music in the Asian Diaspora

W.E.B. DuBois: Biography in Three Voices

UNIVERSITY POLICIES

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

COMMUNICATION STRATEGIES FOR CHANGE AND DEVELOPMENT

AGR COMM 650 Spring U G 5 Call # 20395-2

MW: 10:00 - 12:18 p.m., Room: AS 0202

Instructor: Dr. Robert Agunga

Office: 203 Ag Admin. Building

Contact: Email: Agunga. 1@osu.edu: Tel.: 292-8751/6321

Office Hours: TR, 10:00-11:30 a.m., walk-in hours or by appointment

A. COURSE DESCRIPTION

This course examines the process of social change in developing countries from a communication perspective. Communication is seen as the vehicle for facilitating holistic development. Students will examine poverty as the central development problem, the role of international aid in poverty reduction, and the need for communication strategists in development campaigns. To encourage active student involvement the course takes a seminar format. Students are encouraged to apply course content to their own areas of research interests. *Prereq: Junior standing or written permission from instructor.*

B. COURSE OBJECTIVES

At the end of the course, the student will:

1. Become familiar with problems and issues in the developing world.
2. Understand the relationship between developing and developed nations.
3. Develop an appreciation for the role of communication in development.
4. Acquire basic communication skills for development problem solving.
5. Gain cross-cultural experience through group activities.

B. REQUIRED READING: Course packet, available at OSU UniPrint.

C. COURSE REQUIREMENTS

1. Term Paper & Presentation [200, paper + 50, presentation]	250 pts
2. Final Exam	200 pts
3. Mid-term exam	200 pts
4. Group Project (Report, 100 pts & Presentation, 50 pts]	150 pts
5. Two article summaries (50 pts each)	100 pts
6. Attendance and participation	50 pts
7. Article to share	50 pts
Total	1000 pts

D. GRADE DISTRIBUTION

1. A = 930 - 1000	7. C = 730 - 769
2. A- = 900 - 929	8. C- = 700 - 729
3. B+ = 870 - 899	9. D+ = 670 - 699
4. B = 830 - 869	10. D = 620 - 669
5. B- = 800 - 829	11. E = 619 & below
6. C+ = 770 - 799	

E. COURSE SCHEDULE

Week 1	Mar. 26	M	Getting acquainted and reviewing the syllabus.
	Mar. 28	W	Course overview and discussion of assignments.
Week 2	April 2	M	Understanding the Developing World.
	April 4	W	Development problems and issues examined. Readings: Complete Section A by April 4.
Week 3	April 9	M	Development aid in historical perspective.
	April 11	W	Problems and issues with development aid.
Week 4	April 16	M	Theories of development from a communication perspective.
	April 18	W	Towards a new meaning of development. Readings: Complete Section B by April 18.
Week 5	April 23	M	Globalization, the information revolution and nationalism.
	April 25	W	Mid-term Exam; Review of group and individual projects.
Week 6	April 30	M	A critical assessment of information and communication technologies in development:
	May 2	W	Achieving the United Nations Millennium Goals. Readings: Complete Section C by May 2.
Week 7	May 7	M	The meaning of communication for development.
	May 9	W	In search of an academy and profession of communication for development: Implications of the World Congress on Communication for Development.
Week 8	May 14	M	Communication for development: Case studies.
	May 16	W	Communication as empowerment. Readings: Complete Section D by May 16.
Week 9	May 21	M	Making research presentations.
	May 23	W	Group project presentations.
Week 10	May 28	M	Memorial Day: No Classes.
	May 30	W	Research Paper Presentations.
Week 11 June 4 - 8 M – F. Exams Week			
Final Exam for this course: Wednesday, June 6, 9:30 – 11:18 a.m. in Room AS 202.			

F. COURSE ASSIGNMENTS**1. Attendance:**

Regular attendance is required. Excused absences for university business and medical reasons are accepted, however, documentation must be provided. Students experiencing serious illnesses or family emergencies should speak with the professor. First missed class without permission will cost you 20 pts and 30 pts for each absence thereafter. Anyone missing the equivalent of two weeks of classes, that is, four periods or more will automatically fail the course. Persistent lateness is unacceptable.

2. Mid-Term & Final Exams:

These exams will be offered on the dates specified in the syllabus. If you are late for an exam you will not be given extra time. If you arrive late, after some people have completed the exam and left, you will not be allowed to take the exam. Both exams will cover the readings and lectures. Details of the exams will be discussed in class.

3. Group Project:

There will be small group projects focusing on international activities in the Greater Columbus area. For example, a group project could be a description of the International Heifer Program or the Ohio LEAD Program. Other projects include the Columbus Chapter of the United Nations and international projects at High Schools. The group will submit a 3-5-page report and then, make a 10-minute presentation on the topic.

Due date: May 23.

4. Term Paper:

There term paper measures students' ability to express themselves eloquently on a topic of interest. The topic must be thoroughly researched and sources cited. Overall, graduate students are expected to produce more lengthy and thoroughly researched papers than undergraduate students. Papers must be submitted in electronic and hard copies. Details of the paper will be discussed in class. **Due date: May 30.**

5. Article to Share Assignment:

This assignment requires students to look out for current and interesting publications or television documentaries on development issues. You will find one such article/documentary, read/review and write a one-page summary of it. You will submit the summary and copy of the article/documentary to the instructor. You will also have 5 minutes to present it to the class as a news item. You will let the instructor know, at least a week in advance when you want to present. ***You must make your presentation by Week 8. Due Date: No later than May 16.***

6. Two Article Summaries:

To demonstrate your understanding of the readings, each student will write two summaries on two of the readings. ***An article selected for summary must be 10 pages or more.*** Each summary will be no more than two pages, double-spaced and typed. ***Due dates: First summary, chosen from readings in Sections A and B, is due no later than April 18. The second summary, chosen from Sec. C and D, is due no later***

than May 16.

G. ACADEMIC MISCONDUCT:

Academic misconduct of any kind will not be tolerated. If students have questions about what activities constitute academic misconduct and what procedures are followed, they should consult with the instructor. Faculty Rule 3335-5-487 (February 1992) will be followed in cases of academic misconduct: "Instructors shall report all instances of alleged academic misconduct to the committee."

H. TRANSPARENT GRADING SYSTEM:

Instructor will ensure transparency of the grading system by providing a rubric for each assignment indicating what is expected and how the assignment will be graded. In general, all written assignments must be typed and double-spaced, using 11 or 12 point type. Work must be original. Attention should be paid to both form (grammar, spelling, punctuation, appearance) and content (clarity, organization, relevance).

THE READINGS

SECTION A: UNDERSTANDING THE DEVELOPING WORLD

1. Vogeler, Ingolf & Anthony R. de Souza (1980). "Dialectics of Understanding the Third World," pp. 3 – 27, in *Dialectics of Third World Development* (Vogeler & de Souza, eds.), Totowa, New Jersey: Rowman & Allanheld Publishers.
2. Buchanan, Keith (1980). "Delineation of the Third World," pp. 28 – 57, in *Dialectics of Third World Development* (Vogeler & de Souza, eds.). Totowa, New Jersey: Rowman & Allanheld Publishers.
3. Brookfield, Harold (1975). "Preface," pp. ix – xiii; "From the Beginning," pp. 1 – 23; "A Conclusion that is an Introduction," pp. 199 – 209, in *Interdependent Development*. London: Methuen & Co Ltd.
4. Kempe Ronald Hope (1984). "The Concept of Development," in *The dynamics of development and development administration*. Westport, Conn.: Greenwood Press, pp. 9 – 62.

SECTION B: DEVELOPMENT AID IN A HISTORICAL PERSPECTIVE

5. Walter M. Daniels, Ed. (1951). "The Point Four Program," in *The Point Four Program: The Reference Shelf*, Vol. 23, No. 5, New York.
6. Isbister, John (1995). "Imperialism," pp. 69 – 104; and "Foreign Policy," pp. 191 – 232, in *Promises not Kept: The Betrayal of Social Change in the Third World*. Third Edition. West Hartford, Conn.: Kumarian Press, Inc.
7. Hancock, Graham (1989). "Aid is Not Help," In *Lords of Poverty: The Power, Prestige, and Corruption of the International Aid Business*. New York: The Atlantic Monthly Press.
8. George, Susan (1997). "How the poor develop the rich," in *The Post-Development Reader*, pp. 207 – 213, edited by Majid Rahnema with Victoria Bawtree. London: Zed Books.
9. Leonard Frank (1997). "The Development Game," in *The Post-Development Reader*, pp. 263 – 273. Edited by Majid Rahnema with Victoria Bawtree. London: Zed Books.

SECTION C: COMMUNICATION, GLOBALIZATION AND DEVELOPMENT

10. McPhail, T. L. (2002). "International Communication," pp. 1 – 27; "Summary & Conclusions," pp. 239 – 249, in *Global Communication: Theories, Stakeholders, and Trends*. Boston: Allyn & Bacon Publishers.
11. Linton, Ralph (1936). "Diffusion," in *The Study of Man*, p. 1.
12. Rogers, Everett M. (1969). "Social Change, Development and Modernization," pp. 1 – 18. In *Modernization Among Peasants: The Impact of Communication* (E. M. Rogers). New York: Holt, Rinehart & Winston, Inc.
13. Rogers, Everett M. (1969). "The Subculture of Peasantry," pp. 19 – 41. In *Modernization Among Peasants: The Impact of Communication* (E. M. Rogers). New York: Holt, Rinehart & Winston, Inc.

SECTION D: NEW COMMUNICATION STRATEGIES FOR DEVELOPMENT

14. *The ABCs of the UN* (United Nations System), p. 1 – 13.
15. United Nations Millennium Project (2007). "United Nations Millennium Development Goals," at [Http://unmillenniumproject.org/goals/index.htm](http://unmillenniumproject.org/goals/index.htm), pp. 1 – 2.
16. The ONE Campaign (2005). "The Campaign to Make Poverty History," at [Http://web1.one.org/about#What%20is%20ONE](http://web1.one.org/about#What%20is%20ONE), pp. 1 – 7.
17. Voices 21 (2002). "A Global Movement for Peoples' Voices in Media and Communication in the 21st Century," in Marc Raboy (2002). *Global Media Policy in the New Millennium*. U.K.: University of Luton Press, pp. 261 – 270.
18. Power of the People: Bottom-Up Solutions to Hunger. Twenty-Third Annual World Food Day Teleconference Papers, October 16, 2006.
19. George, Susan (2001). "What Now?," in Issue 1 of *International Socialism Journal*, Published Summer. [Http://pubs.socialistreviewwinindex.org.uk/isj91/george.htm](http://pubs.socialistreviewwinindex.org.uk/isj91/george.htm), pp. 1 – 6.
20. FAO Communication for Development Group (2005). "Communication for Sustainable Development," *World Congress on Communication for Development*, pp. 1 – 14.

SYLLABUS

Syllabus

AED Economics 280 (call number 00211-9)
and International Studies 280 (call number 11573-1)
“Feast or Famine: The Global Business of Food”
Five Credit Hours, Spring 2006

Time and Location:	1:30 to 3:18, Tuesdays and Thursdays Room 170, 209 West 18 th Street
Instructor	Professor Douglas Southgate Department of Agricultural, Environmental, and Development Economics Room 329, Agricultural Administration Building 2120 Fyffe Road, 292-2432, southgate.1@osu.edu
Teaching Assistant	Ayesha Enver, Department of AED Economics 344 Agr. Admin. Bldg., 292-9519, enver.1@osu.edu
Webpage	http://aede.osu.edu/class/AEDE280/Southgate (Internet Explorer only)
Secretary	Judy Luke, Department of AED Economics 221 Agr. Admin. Bldg., 292-2822, luke.23@osu.edu
Course Content	<p>This course, for which there is no prerequisite, addresses trends in the consumption and production of food. Specific objectives reflect a general focus on the allocation of edible commodities and the resources used to produce same.</p> <ul style="list-style-type: none"> • To understand population dynamics of relevance to food demand. • To relate changes in food demand to improvements in living standards. • To examine the impacts of technological improvement both on agriculture and on the human and natural resources harnessed for crop and livestock production. • To apply the concept of scarcity to the study of trends in food prices. • To relate trade and specialization to improved living standards, generally, and the alleviation of hunger, specifically. • To appreciate that performance of the food economy depends on historical antecedents, environmental conditions, and other factors that vary from one part of the world to another.
GEC Learning Outcome	<p>AEDE/IS 280 is a GEC course that has the following goals and objectives.</p> <p><i>Diversity: International Issues</i></p> <p>Goals/rationale: International issues courses help students become educated, productive, and principled citizens of their nation and world.</p> <p>Learning objectives: Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western cultures.</p>

Social Science

Goals/rationale: Courses in social science help students understand human behavior and cognition and the structures of human societies, cultures, and institutions.

Learning objectives:

- Students understand the theories and methods of scientific inquiry as these are applied to the study of individuals, groups, organizations, and societies.
- Students comprehend human differences and similarities in various social, cultural, economic, geographic, and political contexts.
- Students develop abilities to comprehend and assess individual and social values, and recognize the importance of same in social problem-solving and policy-making.

The subject matter of this course addresses the third (of three) social-science category in the GEC – Human, Natural, and Economic Resources - which deals with the use, distribution, allocation, exchange, and other aspects of decision-making related to land and other environmental resources as well as human resources. Public policies influencing this decision-making are a key focus, as is global interdependence.

Grading Twenty percent of the course grade will be based on the midterm examination, which will take place at the end of the fifth week of the quarter. Another 30 percent will reflect performance on the final examination, which will be held during finals week. Both tests will comprise multiple-choice and/or true-false questions. The other 50 percent of the grade will be based on a term paper, which is the subject of a separate handout. The grading scale for this course follows.

>92% A	80-82% B-	68-70% D+
90-92% A-	78-80% C+	60-68% D
88-90% B+	72-78% C	<60% E
82-88% B	70-72% C-	

Policies *Due Dates.* As explained in the handout on the writing assignment, points will be deducted for late submissions without a proper excuse. Likewise, a proper excuse is needed to take an examination after the scheduled date.

Attendance. At various times, including perhaps twice during the same class session, attendance will be taken. Any student who is absent without an excuse (e.g., note from a medical clinic, obituary notice for a relative who has passed away, etc.) when the roll is taken on three or more occasions will have his or her class grade lowered by 10 percentage points. Attendance will be posted on the class web page.

Academic Misconduct. Academic misconduct of any kind, including failure to cite bibliographic sources in the term paper, is unacceptable. Faculty Rule 3335-5-54 requires that “each instructor shall report to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct.” If you have any doubts concerning this policy, it is up to you to consult the instructor.

Learning Disabilities. Any student who feels he or she may need an accommodation because of disability should arrange with the instructor for a private discussion of his or her specific needs. After this discussion, the Office of Disability Services (100 Pomerene, 292-3307) will be contacted so that suitable arrangements can be made.

Textbook Douglas Southgate, Douglas Graham, and Luther Tweeten. 2006. *The World Food Economy*. Malden, MA: Basil Blackwell.

Topical Outline and Reading Assignments

- Week 1 Introduction. Malthusianism and its critiques.
- Chapter One. Section 2.1 of Chapter Two.
- Johnson, D.G. 2000. "Population, Food, and Knowledge" *American Economic Review* 90:1, pp. 1-14. [On class web-site.]
- Week 2 Trends in food demand. Demographic transition. Income growth and food consumption.
- Sections 2.2 through 2.6 of Chapter Two.
- Week 3 How agricultural output is increased. The introduction of hybrid crops in the United States. The Green Revolution. Environmental consequences of agricultural development. Agribusiness's Role in the Food Economy.
- Chapter Three (not including appendix).
- Week 4 Trends in food scarcity. Price declines since Second World War. Projections for the twenty-first century.
- Sections 4.3 and 4.4 of Chapter Four.
- Week 5 Globalization and agriculture. Food security.
- Section 6.1 of Chapter Six. Chapter Eight.
- May 4th Midterm Examination.
- Week 6 Synopsis of regional trends in the global food economy.
- Chapter Nine.
- Week 7 Affluent nations. Asia.
- Chapters Ten and Eleven.

Week 8	Latin America and the Caribbean. Middle East and North Africa. Chapters Twelve and Thirteen.
Week 9	Eastern Europe and Former Soviet Union. Sub-Saharan Africa. Chapters Fourteen and Fifteen.
Week 10	Emerging issues in the food economy. Biotechnology. Eradicating hunger. The obesity epidemic. Chapter Sixteen.
June 6 th	Final Examination, 1:30 to 3:18.

Food Security and Globalization

AED ECON/IS 434, Fall 2006
Ohio State University

Instructor:

Dr. David Kraybill
Dept. of Agricultural, Environmental, and Development Economics
340 Agricultural Administration Building
E-mail: kraybill.1@osu.edu
Phone: 292-8721

Teaching Assistant: Chris Lonsberry; email: lonsberry.3@osu.edu.

Time/Place: Tuesdays and Thursdays, 1:30-3:18 p.m. Room 0002, Lazenby Hall.

Prerequisite: AEDE 200 or Econ 200 or permission of the instructor.

Credit: 5 credit hours

Course Website: <http://carmen.osu.edu>

Office Hours: Send questions by email any time or talk with me in person before or after class. No formal office hours are scheduled but I can generally meet on short notice if necessary.

Course Objectives: This course focuses on causes of hunger and famine. Factors affecting food security are considered in historical and contemporary contexts. Concepts and frameworks for analyzing food security are set forth, and international, national, and local solutions for ensuring access to food are examined. During the quarter, you are expected acquire understanding of the following:

1. Definitions of food security and related terms (malnutrition, hunger, poverty, etc.);
2. The magnitude and geographical distribution of food insecurity in the world today;
3. The primary natural, economic, political, and social causes of food insecurity;
4. Institutions, policies, and technology that can improve food security;
5. The major food security problems of Sub-Saharan Africa and South Asia, the two parts of the world where hunger is most prevalent.

Grading: Your performance in the course will be assessed as follows:

Item	Weight (percent)
Class participation	10
Quizzes (20, each worth 1%)	20
Short papers (2, each worth 15%)	30
Midterm exam	20
Final exam	20
Total	100

Readings and Class Participation: You are expected to complete assigned readings each period before class (see course calendar). Questions are provided for many of the readings (see course calendar). Students are expected to participate in class discussions, drawing upon their reading of assigned materials, prior knowledge, and personal experience.

Quizzes: A short quiz over assigned readings will be given at the beginning of each class period. The quiz will be handed out precisely at the time class is scheduled to begin and will be collected five minutes later. Latecomers arriving during this five minute period may take the quiz but will receive no additional time for taking the quiz. Latecomers arriving more than five minutes after the scheduled start of the class and absentees will receive a grade of zero.

Exams: The midterm will cover all material (assigned readings, lectures, videos, and class discussions) up to and including the period before the exam. The final exam will cover all material following the midterm until the end of the course. Dates of the exams are shown on the course calendar.

Short papers: There will be two guided writing assignments during the quarter. In Short Paper 1, you will write about what it would be like to live on \$2 a day, which the World Bank defines as moderate poverty. In Short Paper 2, you will write about household livelihoods in Uganda. The writing assignments will be posted on the Carmen website. While you are free to discuss the papers with the instructor, TA, or your colleagues, the paper must be uniquely your own and must be developed and written entirely by you.

Textbooks (available in the campus bookstore and area bookstores that sell OSU textbooks):

- C. Ford Runge, Benjamin Senauer, Philip G. Pardey, and Mark W. Rosegrant. *Ending Hunger in Our Lifetime: Food Security and Globalization*. Baltimore: The Johns Hopkins University Press, 2003. Referred to on course calendar as "Runge et al."
- Bread for the World Institute. *Strengthening Rural Communities: Hunger Report 2005*. Washington, DC: Bread for the World Institute, 2005. Referred to on the course calendar as "BWI 2005."
- Bjorn, Lomborg. *How to Spend \$50 Billion to Make the World a Better Place*. Cambridge University Press, 2006. Referred to on the course calendar as "Lomborg".

Other Assigned Readings: Readings outside the textbooks are available on the Carmen website via links on the course calendar.

Brush-up Materials on Basic Economics. These videos are available through OSCAR, the on-line system of OSU Libraries. You can view the videos in the library or at home if you have broadband Internet access. They cannot be viewed through a dial-up Internet connection because the speed is too slow for adequate video transmission.

- Remedial video #1 - The Issue and Methods of Economics. Available on-line through OSCAR (OSU library) at <http://dmc.ohiolink.edu/media/ffhDetails?oid=1842138>.
- Remedial video #2 – Supply and Demand. Available on-line through OSCAR at <http://dmc.ohiolink.edu/media/ffhDetails?oid=1843191>.

Course Policies:

1. **Attendance policy:** There is no formal attendance policy though a quiz is given every day, and latercomers and absentees will receive a score of zero on the quiz.
2. **Late Submission of Assignments:** A late paper will be penalized one-quarter of a grade for each day it is late.
3. **Academic Honesty:** Academic misconduct of any kind will not be acceptable. Probably the most common form of academic misconduct is plagiarism, which occurs when a student presents someone else's ideas or writing without indicating the source. For a detailed definition of academic misconduct, see http://studentaffairs.osu.edu/resource_csc.asp. Also, read "Ten Suggestions for Preserving Academic Integrity" at <http://oaa.osu.edu/coam/ten-suggestions.html>. To resolve any doubt about what activities constitute academic misconduct and what procedures are followed, consult the instructor.
4. **Disabilities:** Students with disabilities should discuss their needs with the instructor during the first week of the quarter. Assistance is available, including special testing environments.

Course Calendar, AEDE/IS 434, Fall 2006

Topic 1	Introduction to food security, development, and globalization – definitions and trends			
	The course begins with a narrative account of the Hassan family in Bangladesh and with a video of the village of La Esperanza in Honduras, emphasizing factors that contribute to malnutrition and food insecurity. With these portraits of hunger as background, we then examine the number of hungry people in the world and the parts of the world where hunger is most persistent. We also examine several definitions of food insecurity.			
<i>Date</i>	<i>Read before class</i>	<i>Reading Questions?</i>	<i>Other Activity</i>	<i>Lecture Notes</i>
9/21	Runge, Ch. 1, Introduction, pages. 1-9	Yes	In-class Video: Where are the Beans?	Topic 1 part 1 Topic 1 part 2 Topic 1 part 3
	BWI 2005, Chapter 1, Who are the Rural Poor? Pages 14-29.	Yes		
9/26	Runge, Ch. 2, Hunger in a Prosperous World, pages 13-37.	Yes	In-class Video: The Perfect Famine	
	BWI 2005, Ch. 2, Why are So Many People in the Developing World Poor and Hungry? Pp. 30-45.	Yes		

Topic 2	Social science concepts for analyzing food security			
	In this section, we use simple but powerful concepts and analytical frameworks from economics, demographics, public health, and ethics to make sense out of food insecurity situations. In particular, we use a simple model of demand and supply to analyze global food security. We also utilize the entitlement framework developed by Amartya Sen, an economist and philosopher who received the Nobel Prize in Economics in 1998 largely for his analysis of famines. As food insecurity is closely linked with poverty, we review recent evolution in thinking about poverty.			
<i>Date</i>	<i>Read before class</i>	<i>Reading Questions?</i>	<i>Other Activity</i>	<i>Lecture Notes</i>
9/28	Runge, Ch. 3, Ending Hunger Sustainably, pages 39-68.	Yes	View remedial videos 1 and 2 if economics background is weak.	
	Runge, Appendix A, Methodology Used for Hunger Projections, pages 209-213.	Yes		
	Runge, Appendix B, IMPACT Model Description, pages 215-225.	Yes		
10/3	DFID, Section 1, Introduction to the Sustainable Livelihoods Approach, pages 1, 5-7. [link]	Yes		Topic 2 part 1 Topic 2 part 2 Topic 2 part 3
	DFID, Section 2, Sustainable Livelihoods Framework. [link]	Yes		
10/5	DFID, Section 4, Methods of Implementing Sustainable Livelihoods Approaches, pages 1, 5-8. [link]	Yes		Topic 2 part 4

Topic 3	Food security and poverty at household and community levels			
	Over the past decade, food security analysts have become increasingly aware that the household is one of the most important institutions affecting food security. In this section, we focus on strategies that poor households use to obtain their livelihoods and to cope with risk. Drawing on recent literature on intrahousehold distribution, we consider social and economic factors that determine how food and other resources are allocated within the household.			
<i>Date</i>	<i>Read before class</i>	<i>Reading Questions?</i>	<i>Other Activity</i>	<i>Lecture Notes</i>
10/10	BWI 2005, Ch. 4, Strengthening Rural Communities in the Developing World, pages 64-83.	Yes		Topic 3 part 1 Topic 3 part 2
	IFPRI, Women: The Key to Food Security, pages 1-4. [link]	Yes		

Topic 4	Nutritional concepts for analyzing food security			
	Food must provide more than energy for bodies and minds to grow and be healthy. The diet must also provide protein, vitamins, and minerals. An adequate diet is especially important for the physical and mental development of children.			

Date	Read before class	Reading Questions?	Other Activity	Lecture Notes
10/12	BWI 2006, Ch. 3, Understanding Malnutrition: Knowledge to Combat Hunger, pages 68-85. [link] World Bank, Overview, pages, 1-19. [link]	Yes Yes		Topic 4 part 1
10/17	BWI 2006, Ch. 4, Ending Chronic Hunger in the Developing World: Nourishing the Many, pages 86-109. [link]	Yes		

Topic 5	The role of science in food security In this section, we focus on agricultural productivity, scientific research, and technological innovation in the production of food. Scientific innovations to be studied include improved crop varieties, agricultural chemicals, and biotechnology.			
Date	Read before class	Reading Questions?	Other Activity	Lecture Notes
10/19	Runge, Ch. 4, Science and Food Security, pages 69-99.	Yes		Topic 5

10/24	Midterm Exam
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Topic 6	The role of institutions in food security In this section, we focus on national and international institutions that affect agricultural research, international trade in food and other commodities, and domestic distribution of food.			
Date	Read before class	Reading Questions?	Other Activity	Lecture Notes
10/26	Runge, Ch. 5, Hunger and Institutional Change, pages 101-131.	Yes		Topic 6

Topic 7	Policy reforms for increasing food security To reduce world hunger, change must occur at national and international levels. In this section, we examine policies related to human capital, scientific research, water, and global governance.			
Date	Read before class	Reading Questions?	Other Activity	Lecture Notes
10/31	Runge, Ch. 6, Policies and Institutions, pages 135-177.	Yes	Homework 1 due	Topic 7
11/2	Timmer, The Macroeconomics of Food and Agriculture, pages 187-211. [link]	Yes		

Topic 8	Food security in South Asia and Sub-Saharan Africa In this section, we focus on the two world regions where food insecurity has been the most severe. We pay particular attention to agricultural productivity, climate, water resources, and government policies that affect food security.			
Date	Read before class	Reading Questions?	Other Activity	Lecture Notes
11/7	Hazell, Green Revolution: Blessing or Curse? Pages 1-4. [link]	Yes	Video: It Takes a Village	Topic 8 part 1 Topic 8 part 2
11/9	Reardon, African Agriculture: Productivity and Sustainability Issues, pages 444-457. [link] Rockefeller Foundation, Africa's Turn: A New Green Revolution in the 21 st Century, pages 1-10. [link]	Yes Yes	Video: Sowing Seeds of Hunger	

Topic 9	Food security in the United States In this section, we examine the extent, causes, and current remedies for hunger in the United States, where			
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	vibrant markets and enormous wealth are not enough to ensure food security for all.			
<i>Date</i>	<i>Read before class</i>	<i>Reading Questions?</i>	<i>Other Activity</i>	<i>Lecture Notes</i>
11/14	Nord and Andrews, Putting Food on the Table: Household Food Security in the United States, Amber Waves, Vol. 1, No. 1, February 2003. [link]	<u>Yes</u>		

Topic 10	Practical steps for the elimination of hunger Implementing policies to increase food security will require substantial investment of resources and a change in national and global institutions. In this section, we examine the nature and magnitude of the changes required to eliminate hunger. We consider proposals and contributions currently being made by various organizations. To conclude the course, we return to the Hassan family in Bangladesh and consider their prospects for improved food security.			
<i>Date</i>	<i>Read before class</i>	<i>Reading Questions?</i>	<i>Other Activity</i>	<i>Lecture Notes</i>
11/16	Runge, Ch. 7, Investing in a Hunger-Free World, pages 179-199.	<u>Yes</u>		
	Runge, Ch. 8, Conclusion, pages 201-207.	<u>Yes</u>		
11/21	Lomborg, Chapter 6, Hunger and Malnutrition, pages 95-111.	<u>Yes</u>	<u>Homework 2 due</u>	
	Lomborg, Chapter 2, Communicable Diseases, pages 19-37.	<u>Yes</u>		
11/23	Thanksgiving break			
11/28/06	Lomborg, Chapter 3, The Challenge of Reducing the Global Incidence of Civil War, pages 39-56.	<u>Yes</u>		
	Lomborg, Chapter 8, The Water Challenge, pages 129-145.	<u>Yes</u>		

11/30	Final Exam Will be given during the last regularly scheduled class period.			
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Course Syllabus
AED Economics 597.01 (call number 00259-8)
and International Studies 597.01 (call number 12099-6)
“Problems and Policies in World Population, Food, and Environment”
Autumn 2006

Lectures	Monday and Wednesday, 2:30 to 4:18, Room 20, Page Hall
Instructor	Professor Douglas Southgate Department of Agricultural, Environmental, and Development Economics Room 329, Agricultural Administration Building 2120 Fyffe Road 292-2432, southgate.1@osu.edu
Teaching Assistants	Kora Dabrowska (dabrowska.2@osu.edu), 247 Agr. Admin., 292-1253 Franz Gómez (gomez-soto.1@osu.edu), 342 Agr. Admin., 292-9516 Bidisha Mandal (mandal.7@osu.edu), 344 Agr. Admin., 292-6233
Secretary	Judy Luke, Department of AED Economics 221 Agr. Admin., 292-2822, luke.23@osu.edu
Web Site	On Carmen (http://www.carmen.osu.edu), under AEDE 597.01 only.
Readings	D. Southgate, D. Graham, and L. Tweeten, <i>The World Food Economy</i> (Basil Blackwell, 2006). Chapters 2 and 9 will be posted on the class website until October 1 st or so, when the book will arrive in the OSU Bookstore. Other assigned readings are also on the class website.
Objectives	This course addresses population growth and the challenges it poses – in particular, the challenge of providing everyone with an adequate diet while simultaneously conserving the natural resources on which agriculture and other economic activities depend. Since human numbers are increasing more rapidly in poor countries than anywhere else, special attention is paid to population growth and the prospects for environmentally sound agricultural development in Africa, Asia, and Latin America. The problems arising as a transition is made from communism to a market economy are examined as well since agricultural development has lagged, environmental deterioration has been pronounced, or both in many of the nations experiencing this transition.
Grading and Due Dates	A midterm examination, worth 35 points, will be held on Wednesday, October 25 th . A non-cumulative final, worth 45 points, will take place from 3:30 to 5:18 on Monday, December 4 th . As explained in a separate handout, three term papers, each worth 40 points, are required. The first is due at the beginning of class on

Wednesday, October 18th. The second and the third are due at the beginning of class on Wednesday, November 8th, and Wednesday, November 29th, respectively.

GEC Eligibility	597.01 satisfies the tenth GEC requirement, which is a “capstone experience.” Such courses are upper-division and thematic. In addition, they draw on multiple disciplines and enrich students’ experiences of the contemporary world. There are two learning objectives of capstone courses: One is that students “synthesize and apply knowledge from diverse disciplines to contemporary issues.” The main discipline drawn on in this course, which focuses on contemporary issues in the global food economy, is economics, although demography and environmental geography are used as well. The other objective is that they “write about or conduct research on the contemporary world,” hence the three term papers required in 597.01
Policies	<p><i>Due Dates.</i> There will be a four-points-per-weekday penalty for any paper submitted after the beginning of the class session on the due date. No term papers will be accepted a week after the due date.</p> <p><i>Redemption.</i> Either the first paper or the second, though not both, can be rewritten, with 6 points deducted from the revised paper’s score (out of 40 possible). Rewriting the third paper will not be an option. Revised versions of the first term paper must be submitted by the beginning of class on November 1st. Revised second papers are due at the beginning of class on November 22nd.</p> <p><i>Attendance.</i> At various times, including perhaps twice during the same class session, attendance will be taken. Any student who is absent without an excuse (e.g., note from a medical clinic, obituary notice for a relative who has passed away, etc.) when the roll is taken on three or more occasions will have his or her class grade lowered by 20 points. Attendance will be posted on the class web page.</p> <p><i>Academic Misconduct.</i> Academic misconduct of any kind is not acceptable. Faculty Rule 3335-5-54 mandates that “each instructor shall report to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct.” If you have any doubts concerning this policy, it is up to you to consult the instructor.</p> <p><i>Learning Disabilities.</i> Any student who feels he or she may need an accommodation because of disability should arrange with the instructor for a private discussion of his or her specific needs. After this discussion, the Office of Disability Services (100 Pomerene, 292-3307) will be contacted so that suitable arrangements can be made.</p>

Topical Outline and Reading Assignments

- 20-27 Sept. Introduction. Survey of developing and transition economies.
S-G-T, Chapters 1 and 9.
- 2 Oct. Malthusian model and criticisms of same.
S-G-T, Chapter 2, section 2.1 only.
Johnson, D.G. 2000. "Population, Food, and Knowledge" *American Economic Review* 90:1, pp. 1-14.
- 4-11 Oct. Demand side. Population growth and the demographic transition. Economic progress and food consumption. Projections of future population and food consumption.
S-G-T, Chapter 2, remaining sections.
- 16-23 Oct. Supply side. Climate and soils. Extensification versus intensification. Green Revolution. Biotechnology and genetic modification.
S-G-T, Chapter 3.
- 23-25 Oct. Agricultural markets and policy. Price trends.
S-G-T, Chapter 4.
- 30 Oct. - 1 Nov. Agriculture and the environment. Market and intervention failure. Farmland degradation, deforestation, and other problems. Environmental Kuznets Curve.
S-G-T, Chapter 5.
- 6-8 Nov. Agriculture and international trade. Globalization.
S-G-T, Chapter 6.
- 13-15 Nov. Agriculture and economic development.
S-G-T, Chapter 7.
- 20-22 Nov. Food security. Economic development and hunger alleviation.
S-G-T, Chapter 8.
- 27-29 Nov. Emerging issues. Biotechnology. Food safety. The obesity epidemic.
S-G-T, Chapter 16.

DRAFT SYLLABUS

AED Economics and International Studies 280
“Feast or Famine: The Global Business of Food”
Five Credit Hours, Spring 2006

Instructor	Professor Douglas Southgate Department of Agricultural, Environmental, and Development Economics Room 329, Agricultural Administration Building 2120 Fyffe Road, 292-2432, <i>southgate.1@osu.edu</i>												
Teaching Assistant	Graduate student in AED Economics, to be named												
Webpage	To be developed												
Secretary	Judy Luke, Department of AED Economics 221 Agr. Admin. Bldg., 292-2822, <i>luke.23@osu.edu</i>												
Objectives	<p>This course, for which there is no prerequisite, addresses trends in the consumption and production of food. Specific objectives reflect a general focus on the allocation of edible commodities and the resources used to produce same.</p> <ul style="list-style-type: none">• To understand population dynamics of relevance to food demand.• To relate changes in food demand to improvements in living standards.• To examine the impacts of technological improvement both on agriculture and on the human and natural resources harnessed for crop and livestock production.• To apply the concept of scarcity to the study of trends in food prices.• To relate trade and specialization to improved living standards, generally, and the alleviation of hunger, specifically.• To appreciate that performance of the food economy depends on historical antecedents, environmental conditions, and other factors that vary from one part of the world to another.												
Grading	<p>Twenty percent of the course grade will be based on the midterm examination, which will take place at the end of the fifth week of the quarter. Another 30 percent will reflect performance on the final examination, which will be held during finals week. Both tests will comprise multiple-choice and/or true-false questions. The other 50 percent of the grade will be based on a term paper, which is the subject of a separate handout. The grading scale for this course follows.</p> <table><tr><td>>92% A</td><td>80-82% B-</td><td>68-70% D+</td></tr><tr><td>90-92% A-</td><td>78-80% C+</td><td>60-68% D</td></tr><tr><td>88-90% B+</td><td>72-78% C</td><td><60% E</td></tr><tr><td>82-88% B</td><td>70-72% C-</td><td></td></tr></table>	>92% A	80-82% B-	68-70% D+	90-92% A-	78-80% C+	60-68% D	88-90% B+	72-78% C	<60% E	82-88% B	70-72% C-	
>92% A	80-82% B-	68-70% D+											
90-92% A-	78-80% C+	60-68% D											
88-90% B+	72-78% C	<60% E											
82-88% B	70-72% C-												

- Policies**
- Due Dates.* As explained in the handout on the writing assignment, points will be deducted for late submissions without a proper excuse. Likewise, a proper excuse is needed to take an examination after the scheduled date.
- Attendance.* At various times, including perhaps twice during the same class session, attendance will be taken. Any student who is absent without an excuse (e.g., note from a medical clinic, obituary notice for a relative who has passed away, etc.) when the roll is taken on three or more occasions will have his or her class grade lowered by 10 percentage points. Attendance will be posted on the class web page.
- Academic Misconduct.* Academic misconduct of any kind, including failure to cite bibliographic sources in the term paper, is unacceptable. Faculty Rule 3335-5-54 requires that "each instructor shall report to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct." If you have any doubts concerning this policy, it is up to you to consult the instructor.
- Learning Disabilities.* Any student who feels he or she may need an accommodation because of disability should arrange with the instructor for a private discussion of his or her specific needs. After this discussion, the Office of Disability Services (100 Pomerene, 292-3307) will be contacted so that suitable arrangements can be made.

- Textbook**
- Douglas Southgate, Douglas Graham, and Luther Tweeten. 2005. *The World Food Economy*. Oxford: Basil Blackwell.

Topical Outline and Reading Assignments

- Week 1**
- Introduction. Malthusianism and its critiques.
- Chapter One. Section 2.1 of Chapter Two.
- Johnson, D.G. 2000. "Population, Food, and Knowledge" *American Economic Review* 90:1, pp. 1-14.
- Week 2**
- Trends in food demand. Demographic transition. Income growth and food consumption.
- Sections 2.2 through 2.6 of Chapter Two.
- Week 3**
- How agricultural output is increased. The introduction of hybrid crops in the United States. The Green Revolution. Environmental consequences of agricultural development. Agribusiness's Role in the Food Economy.
- Chapter Three (not including appendix).
- Rosegrant, M. *et al.* 1997. "Water and Land Resources and Global Food Supply," International Food Policy Research Institute, Washington.

- Week 4 Trends in food scarcity. Price declines since Second World War. Projections for the twenty-first century.
- Sections 4.3 and 4.4 of Chapter Four.
- Week 5 Globalization and agriculture. Food security.
- Section 6.1 of Chapter Six. Chapter Eight.
- Runge, C.F. 2003. *Ending Hunger in Our Lifetime*. Baltimore: Johns Hopkins University Press. Chapters Two and Three.

Midterm Examination.

- Week 6 Synopsis of regional trends in the global food economy.
- Chapter Nine.
- Week 7 Affluent nations. Asia.
- Chapters Ten and Eleven.
- Week 8 Latin America and the Caribbean. Sub-Saharan Africa.
- Chapters Twelve and Thirteen.
- Week 9 Middle East and North Africa. Eastern Europe and Former Soviet Union.
- Chapters Fourteen and Fifteen.
- Week 10 Emerging issues in the food economy. Biotechnology. Eradicating hunger. The obesity epidemic.
- Chapter Sixteen.
- Duncan, E. 2003. "Spoilt for Choice: A Survey of Food," *The Economist*, 13 December.

Final Examination.

Department of Agricultural, Environmental and Development Economics
The Ohio State University

AEDE 439/IS 439
China's Economic Reforms and Globalization
Spring Quarter, 2006
<http://aede.osu.edu/class/aede439/>

Instructor: Dr. Wen S. Chern, Rm. 223, Ag. Admin. Bldg., 292-6414, chern.1@osu.edu
Office Hours: Monday, 3:00 - 4:00 pm or by appointment

TA: Yoon-Hyung Kim, Rm. 247, Ag. Ad. Bldg., 292-1253, kim.1933@osu.edu
Office Hours: Friday, 3:00- 5:00pm or by appointment

Office Associate and Web Site Manager:
Mrs. Judy Luke, 221 Ag Admin., 292-2822, luke.23@osu.edu

Prerequisites: AED Econ. 200, H200 or Economics 200, H200 or permission of instructor

Course Objectives: China's economic reforms have resulted in one of the most rapidly growing economies in the world. A major objective of this course is to introduce China's economic reforms and development transformation during the last 27 years. The course covers the topics on reform strategy and process, mix of market and socialist systems, agriculture and rural development. Other topics include assessments of China's resource base and economic institutions, changes in social and demographic factors, the political economy of China's reforms, globalization and its accession to the World Trade Organization.

By the end of the quarter, students are expected to be able to:

1. Understand China's main economic reforms undertaken since 1978.
2. Evaluate the successes and failures of China's economic reforms and transformation.
3. Analyze the reform strategies and the functioning of China's economic and social institutions.
4. Conduct a research project on a particular topic through the writing of the research paper.

Special Lectures: We will invite several outside speakers to give lectures to the class.

Video Viewing: Two video films will be showed during the quarter:
1. **The Mao years: 1949-1976:** This video tells the story of how Mao Zedong and his colleagues tried to build a "new China" and in the process

drew almost a billion people into the largest political experiment in history.

2. **Born Under the Red Flag, 1976-1997:** This video examines China's transformation under Deng Xiaoping into an extraordinary hybrid of communism and capitalism and an economic giant in the world.

Research Paper: A research paper is required for the course. You can choose any relevant topic, subject to the instructor's approval. You must present your research findings in the class. All sources and references should be cited in the text and bibliography. The paper should be typed, double-spaced and no longer than 12 pages.

Exams: There will be quizzes, a midterm, and final exam.

Grading:	Quizzes, Participation, Presentation, Class Discussion	=	15%
	Midterm Examination	=	25%
	Final Examination	=	30%
	Research Paper	=	30%

Note: No make-up exams are given without notes from your doctor, or other documents indicating circumstances beyond your control that caused you to miss the official dates. Except under the most unusual circumstances, the instructor needs to be notified prior to the exam. If the absence is for OSU travel or other OSU scheduled event, notify the instructor at least one week in advance of the exam date.

Academic Misconduct: Plagiarism and other forms of cheating will not be tolerated. University rules provide severe penalties for academic misconduct, ranging from course failure to dismissal from the university. University rules are found in the handbook used in all survey courses: "University Survey-A Guidebook and Readings for New Students."

Disability: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs.

Important Dates: Midterm Examination: Monday, April 24, 2006
Research Paper Due: Wednesday, May 31, 2006
Final Examination: Monday, June 5, 11:30am-1:18pm

Web Tutor: <http://gateway.lib.ohio-state.edu/tutor/>

AEDE/IS 439
China's Economic Reforms and Globalization
Spring Quarter, 2006

Outlines and Reading Materials

Current Economic Events in China:

Wall Street Journal: <http://online.wsj.com/public/us>
People's Daily Online: <http://english.peopledaily.com.cn/>
SINA News: <http://english.sina.com/>

Text Books: Barry.Naughton, *Growing Out of the Plan: Chinese Economic Reform 1978-1993*, Cambridge University Press, 1995.

Barry.Naughton, *The Chinese Economy*, Unpublished book manuscripts, 2005.
(Chapters used will be posted on the class website)

Reference Books:

Calkins, Peter, Wen S. Chern, and Francis C. Tuan. *Rural Development in Taiwan and Mainland China*, Westview Press, 1992.

Chow, Gregory. *China's Economic Transformation*, Blackwell Publishers, 2002.

Garnaut, Ross and Yiping Huang. *Growth without Miracles: Readings on the Chinese Economy in the Era of Reform*, Oxford University Press, 2001.

Lardy, Nicholas R. *China in the World Economy*, Institute for International Economics, Washington, D.C., 1994.

Lardy, Nicholas R. *Integrating China into the Global Economy*, Brookings Institution Press, 2002.

Lin, Justin Yifu, Fang Cai, and Zhou Li, *The China Miracle: Development Strategy and Economic Reform*, Hong Kong: The Chinese University Press, 2003.

Topics and Readings:

Note: All reading materials are placed on reserve in the Agricultural Library.

1. Introduction: Growing Importance of China in the World Economy

In this section, we will discuss why China is so important in the global economy and why China's economic reform and development are so fascinating and interesting for economists and those with an intellectual curiosity to study.

Readings:

About China: Introduction

Naughton (2005): Chapter 1 (The Geographical Setting)

Lardy, 1994: Chapter 1

Nicholas Lardy, "The Economic Rise of China: Threat or Opportunity?" *Economic Commentary*, August 1, 2003. (3 pages)

2. Pre-reform Economic Development in China

In this section, we will discuss China's economy development during the pre-reform period, primarily under Mao's communist version.

Readings:

Naughton, Chapter 1 (The Command Economy and the China Difference)

Lin, Justin Yifu, Fang Cai, and Zhou Li, "Pre-reform Economic Development in China," in Garnaut and Huang (2001), Chapter 5.

Myers, Ramon. "How did the Chinese Economy develop? A Review Article," *The Journal of Asian Studies* 50(3), 1991, pp. 604-628.

Chow, Chapter 2 (Experiments with Planning and Economic Disruption).

Special Video Screening: The Mao Years –First part

3. Economic Reform Strategy in China

This section deals with the conceptualization of economic reform. We will discuss several models of reform and how does China's reform compare with other types of economic reform and transformation.

Readings:

Naughton, Introduction (China's Economic Reform in Comparative Perspective)

4. Rural Reform and the Role of Agriculture

In 1978, China began its economic reform. Agriculture played a crucial role in China's economic reforms under Deng Xiaoping. In this section, we will discuss strategy of China's economic reforms in earlier years, the successes and failures, key institutional transformation and the role of the household responsibility system (HRS) in agricultural reform.

Readings:

Naughton, Chapter 2 (Crisis and Response: Initial Reorientation of the Economy)

Naughton (2005): Chapter 10 (Rural Organization)

Lin, Justin Yifu, "Success in Early Reform: Setting the Stage," in Ross Garnaut, Guo Shutian, and Ma Guonan, eds., *The Third Revolution in the Chinese Country Side*, Cambridge University Press, 1996.

Powell, Simon, *Agricultural Reform in China*, Manchester University Press, 1992, Chapter One (Introduction) and Chapter Two (Increasing Peasant Incentive and Enthusiasm for Rural Production)

Special Video Screening: The Mao Years –Second part

5. The Role of Township-Village Enterprises (TVEs)

One of the China's reform strategies has been to develop township-village enterprises. In this section, we will discuss the evolution of this development during the reform periods.

Readings:

Naughton, Chapter 4 (Growth of the Non-state Sector)

Naughton (2005): Chapter 12 (Township & Village Enterprises)

6. Food Consumption and Food Security

Food security has been a major concern to the Chinese government. The issues raised by Lester Brown in 1994 have pushed China to refocus on agriculture for maintaining its food security.

Readings:

Lester Brown, "Who Will Feed China?" *World Watch*, Vol. 7, No.5, 1994.

Fred Gale, *China's Food and Agriculture: Issues for the 21st Century*, U.S. Department of Agriculture, Economic Research Service, Bulletin No. 775, April, 2002.

Wen S. Chern, Colin A. Carter, and Shun-Yi Shei, *Food Security in Asia: Economics and Policies*, Edward Elgar, 2000.

Special Video Showing: Born Under the Red Flag (First part)

7. Reforming State-Owned Enterprises (SOEs) I

The centrally planned economy was built on huge state-owned enterprises. In this section, we will discuss how China has been dealing with this very inefficient sector of its economy.

Readings:

Naughton, Chapter 3 (State Sector Reforms, 1979-1983)

8. Reforming State-Owned Enterprises (SOEs) II

Readings:

Naughton, Chapter 5 (Reformulation and Debates), Chapter 6 (The Second Phase of Reform, 1984-1988)

Special Video Showing: Born Under the Red Flag (Second part)

9. Boom and Bust: Economic Cycles in China

Rapid economic growth has created imbalance and fluctuations in China's macroeconomic policy regime. In this section, we will deal with macroeconomic characteristics such as inflation, economic cycles, and unemployment, as well as China's reforms on credits and financial institution.

Readings:

Naughton, Chapter 7 (Rapid Growth and Macroeconomic Imbalance)

Naughton, Chapter 8 (The Post Tiananmen Cycle)

10. Assessing Gradualism in Economic Reforms

China's economic reforms have been based on "gradualism" which separated "economic freedom" from "political freedom". This approach is drastically different from the approach taken in Russia and Eastern Europe. We will discuss the opposing views on China's strategy of this "gradualism" and how has this divorce of economic development from political change affected economic policy and what it portends for the future.

Readings:

Naughton, Chapter 9 (Conclusions: Lessons and Limitations of the Chinese Reform).

Young, Alwyn, "The Razor's Edge: Distortions and Incremental Reform in the People's Republic of China," *Quarterly Journal of Economics*, 115, Nov. 2000: 1091-1135.

11. Population and Demographics

China has undergone a demographic transition and imposed rigid population growth policy, affecting its economic reforms and development.

Readings:

Naughton (2005): Chapter 7 (Population Growth and the One Child Family)

12. China's Rural-Urban Divide

Population control is an important part of China's development strategy. However, its uneven implementation has created a rural-urban divide. We will discuss the patterns of population growth, the resulting income disparity, and potential social problems in China.

Readings:

Naughton (2005): Chapter 5 (The Urban-Rural Divide)

World Bank, *Sharing Rising Incomes: Disparities in China*, 1997, pp. 15-25, 53-59.

Carter, Colin A., "The Urban-Rural Income Gap in China: Implications for Global Food Markets," in Wen S. Chern, Colin A. Carter, and Shun-Yi Shei, eds. *Food Security in Asia: Economics and Policies*, Edward Elgar, 2000.

13. Foreign Investment

China's economic reforms have greatly opened its door for direct foreign investments (DFI) which have been the pivotal force for China's economic development during the last 25 years. We will review the strategies in attracting DFI and its impacts on China's economy.

Readings:

Naughton (2005): Chapter 17 (Foreign Investment)

Yasheng Huang, "One Country, Two Systems: Foreign-invested Enterprises and Domestic Firms in China," *China Economic Review* 14 (2003): 404-416.

14. Accession to the World Trade Organization (WTO)

In December 2001, China was admitted to WTO. China's accession to WTO will likely bring impacts on its economic development and the global economy. We will discuss the assessments of these impacts, especially on agriculture and food security.

Readings:

Lardy, 2002, Chapter 1 (China Enters the World Trade Organization), Chapter 4 (Implications of China's Entry)

Huang, Jikun, Scott Rozzelle, and Linxiu Zhang, "WTO and Agriculture: Radical Reforms or the Continuation of Gradual Transition," *China Economic Review* 11(2000): 397-401.

Johnson, D. Gale, "The WTO and Agriculture in China," *China Economic Review* 11(2000): 402-404.

Lin, Justin Yifu, "WTO Accession and China's Agriculture," *China Economic Review* 11(2000): 405-408.

Daniel C.K. Chow, "Organized Crime, Local Protectionism, and the Trade in Counterfeit Goods in China," *China Economic Review* 14 (2003): 473-484.

Culture Conflict in Developing Nations
Anthropology 597.01
Summer 2008
The Ohio State University

Instructor: Brenda Dinan
Office: 200 Lord Hall; 292-6466 **e-mail:** dinan.9@osu.edu
Office hours: M 4:30pm – 5:30pm; W 4:30pm – 5:30pm and 7:30pm–8:30pm and by appointment
Class Web-Site: <http://carmen.osu.edu>
Anthropology Department Web Page: <http://anthropology.ohio-state.edu/news.htm>
Class time and location: MW 5:30 pm – 7:18 pm; Journalism Room 304

Required texts:

- Readings will be accessed and read online by the student (see Reading Schedule)

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS, AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMODATIONS AND DEVELOPING ACCOMODATION STRATEGIES.

Course Description: This course explores culture conflict in developing nations resulting from rapid and extensive technological and social change. The course will begin with an introduction to the central ideas of anthropology and will then examine the concepts of culture change, development, modernization, and progress. The majority of the course focuses on case studies of culture conflict with an emphasis on the cultural tensions experienced when industrialized and non-industrialized societies meet.

Anthropology 597.01 helps satisfy the Issues of the Contemporary World GEC requirement. Offerings in this category are thematic, upper-division courses that draw upon multiple disciplines and are intended to enrich students' experiences of the contemporary world.

Class format: Lectures, class discussions, student presentations, and films. Class participation in discussions is **strongly** encouraged and appreciated.

Course requirements:	
Class participation	15%
Response Papers	15%
Exam	30%
Term paper presentation	10%
Term paper	30%

Class participation: Class participation points are earned by attending class and taking an active part in both small and large group discussions and responding to questions in class. Students will also be asked to periodically complete small assignments in class for participation points.

Response papers: See handout

Exam: An essay exam will be given Monday, July 31. It will test your knowledge of core concepts (for example: culture, development, globalization, progress, etc.) and case studies of culture conflict discussed in class and/or your readings. A study guide will be posted on the class website within one week of the exam.

Presentation: Students will give class presentations on their term paper topics on August 7, 9, 14, and 16. See handout for more information.

Term paper: See handout

Attendance: If you miss class, it is your responsibility to obtain notes from your fellow classmates. I do not provide class notes or lecture slides. Missing class without a valid doctor's notes or other official documentation explaining your absence will negatively affect your grade. Students with 3 or more unexcused absences will earn 0 participation points for the quarter.

Miscellaneous information: According to University policy, grades cannot be given over the phone or through e-mail. You must see the instructor in person to discuss your grade. DO NOT call the Department of Anthropology office regarding grades, as you will only be directed to see your instructor. Instructor absences will be posted on the department website. This site should be consulted during inclement weather to check for possible class delays or cancellations. DO NOT call the Department of Anthropology office; instead, check the website.

Academic misconduct: All students should become familiar with the rules governing alleged academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it applies to plagiarism and test-taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct are referred to the proper university committees.

Grading: Each student's letter grade is based on a standardized scale using the total points earned for all assignments. Grades are earned – the instructor does not "give" them. You can check your general progress by comparing your score against the following scale: 93-100=A; 90 – 92.9=A-; 87-89.9=B+; 83-86.9=B; 80-82.9=B-; 77-79.9=C+; 73-76.9=C; 70-72.9=C-; 67-69.9=D+; 60-66.9=D; <60=E. Any questions regarding grading must be in writing and given to the instructor within one week of the date an exam or assignment is returned with a grade. Final grades will not be changed once they have been assigned unless there has been a mathematical error. The following are not legitimate excuses to request a change of your grade: you need a higher grade or you will fail to graduate or lose a scholarship, athletic eligibility, etc; you are one point shy of a higher grade.

Late assignments: See IMPORTANT DATES below for assignment due dates. If you miss the exam you must e-mail me within 24 hours of the scheduled exam. A make-up must be taken within one week of the originally scheduled exam. **I will not accept late assignments (or any assignments, for that matter) via e-mail** – turn late assignments in during office hours or at the next class period. Late assignments will only be accepted if accompanied by documentation. For each assignment turned in after the specified time and date, the grade will drop by 10%. What this means is that you start out with the opportunity for getting 100% on any assignment. Once the assignment is one day late, you start with the opportunity to get 90% as the maximum grade and so on for each day the assignment is late. One day is a normal business day, NOT a class period.

IMPORTANT DATES FOR GRADED ASSIGNMENTS:

Wednesday, June 28: 1st Response Paper due
Monday, July 3: Paper topic due
Wednesday, July 12: 2nd Response Paper due
Wednesday, July 19: 3rd Response Paper (Ethnic Conflict Assignment) due
Wednesday, July 26: 3-page paper draft and references due
Monday, July 31: Exam
August 7, 9, 14, 16: Presentations
Monday, August 21: Term paper due in my office (200 Lord Hall) by 5:30pm.

Reading schedule

Changes to the following schedule will be announced in class and posted on the class web-site. If you miss a class, it is your responsibility to contact the instructor regarding announcements you may have missed.

June 19 *Introduction: Anthropological perspective*

- Bohannon, Laura (1973) "Shakespeare in the Bush." In *You and Others: Readings in Introductory Anthropology*, edited by A.K. Romney and P.L. Devore. Cambridge: Winthrop Pub Inc.

June 21 *Defining key concepts: culture, progress, modernization, economic growth, globalization, and development*

- Mander, Jerry and Debi Barker (2002) "Does Globalization Help the Poor?" <http://www.tompaine.com/Archive/scontent/4777.html>
- McMichael, P. (2000). Instituting the Development Project. In McMichael, P. (Ed.) *Development and Social Change: A Global Perspective* pp. 3-41. Thousand Oaks, CA: Pine Forge Press.
SUPPLEMENTAL (Not required, but recommended) (E-Reserve)

January 26 and 28 *First Contact and the Legacy of Colonialism*

- Columbus, Christopher (1987 [1492-1493]) *The Log of Christopher Columbus*. Translated by R.F. Fuson. Camden, Maine: International Marine Pub Co. Selections from October 11-17, 1492.
- Lappe, Frances Moore and Joseph Collins (1977) "Why can't people feed themselves?". In *Food first: Beyond the Myth of Scarcity*, pp.99-111. Random House Pub.
- **Response Paper #1 Due (Jun. 28)**

July 3 and 5 *Neocolonialism and Imperialism*

- Welch, Carol and Jason Oringer (1998) "Structural Adjustment Programs." *Foreign Policy* – In Focus 3(3):1-4.
<http://www.foreignpolicy-infocus.org/briefs/vol3/v3n3sap.html>
- Smith, Jackie and Timothy Patrick Moran (2000) "WTO 101: Myths about the World Trade Organization." *Dissent* (Spring): 66-70.
<http://www.globalpolicy.org/socoecon/bwi-wto/wto99/myth.htm>
- **Paper Topic Due (Jul. 3)**

July 10 *Health, poverty, and the role of women in development*

- Farmer, Paul (1996) "Social inequalities and emerging infectious diseases." *Emerging Infectious Diseases* V2n4.
<http://www.cdc.gov/ncidod/EID/vol2no4/farmer.htm>
- UNDP (2003) "Millennium Development Goals: A compact among nations to end human poverty." In *Human Development Report 2003*.
http://hdr.undp.org/reports/global/2003/pdf/hdr03_overview.pdf
- The World Bank Group (2004) "Understanding Poverty"
<http://www.worldbank.org/poverty/mission/up1.htm> **Select "Overview" from listing on top left.**
- Leacock, Eleanor (1977) "Women, Development, and Anthropological Facts and Fictions". *Latin American Perspectives* 4: 8-17. (E-Journal)

July 12 *Population, development, and the environment*

- Mata, FJ, Onisto, LJ, and Vallentyne, JR (1994) "Consumption: the other side of population." Paper prepared for the International Conference on Population and Development (Cairo).
<http://www.ecouncil.ac.cr/about/speech/secretar/consump.htm>

Population, development, and the environment cont'd

- Sidva, Shiraz (2001) "Saving the planet: Imperialism in a green garb?" *The UNESCO Courier*, April 2001.
http://www.unesco.org/courier/2001_04/uk/planet.htm
- (1992) "Let them eat pollution (Excerpt from a letter written by the Chief Economist of the World Bank)." *The Economist* 322(Feb8):66. And (1992) "Pollution and the poor." *The Economist* February 15.
<http://www.okcu.edu/economics/ASSIGN/JWILLNER/4013/2002Spring/LetThemEatPollution.PDF>
- **Response Paper #2 Due**

July 17

Human rights

- UN Declaration of Human Rights
<http://www.un.org/rights/50/decla.htm>
- Tharoor, Shashi (1999/2000) "Are Human Rights Universal?" *World Policy Journal* (Winter).
<http://www.worldpolicy.org/journal/tharoor.html>

July 19

Ethnic conflict, violence, and instability

- Bowen, John (1996) "The Myth of Global Ethnic Conflict" *Journal of Democracy* 7(4):3-14
<http://www.mtholyoke.edu/acad/intrel/bowen.htm>
- **Response Paper #3 (Ethnic Conflict Assignment) Due**

July 24 and 26

Resistance, protest, and rebellion

- Robbins, Richard (2004) "Chapter 10: Peasant Protest, Rebellion, and Resistance" in *Global Problems and the Culture of Capitalism 3rd Edition*. New York: Allyn and Bacon Pub.
- **Term paper draft and references due (Jul. 26)**

July 31

- No readings – **EXAM**

August 2

Alternatives, solutions, and the future of cultural conflict

- Mathews, Jessica "Little World Banks: Muhammad Yunus and the Grameen Bank of Bangladesh"
http://www.thirdworldtraveler.com/IMF_WB/Grameen_50YIE.html
- Inglehart, Ronald and Norris, Pippa (2003) "The true clash of civilizations." *Foreign Policy* Mar/Apr
<http://www.globalpolicy.org/globaliz/cultural/2003/0304clash.htm>
- Huntington, Samuel (1993) "The clash of civilizations." *Foreign Affairs* (Summer).
<http://www.alamut.com/subj/economics/misc/clash.html>
SUPPLEMENTAL (Not required, but recommended)

August 7, 9, 14, 16

- No readings – **Presentations**

August 21

- No readings – **Paper Due** in my office by 5:30pm. No exceptions!

Response Paper Guidelines

Assignment:

Each student will prepare two two-page essays responding to thesis statements below and one two-page essay on a case study of ethnic conflict. The student's response will be based on a critique of assigned readings, but **response papers are NOT summaries of articles**. Some questions to ask yourself as you prepare your response paper include:

- Do I agree or disagree with the thesis statement?
- What evidence supports or refutes the thesis statement?
- As a reader, am I convinced by the evidence?

These papers are worth 15% of your total grade (5% each). The first paper is due on **June 28**, the second on **July 12**, and the third on **July 19**. The purpose of the papers is for students to learn how to critically review material and to hone their writing skills. Students will be graded on content, clarity, grammar, and adherence to instructions.

Paper Mechanics:

Paper must be typed and double-spaced with 1 inch margins. Standard font type and size should be used (e.g. 10 or 12 point Arial or Times). Note: Two pages does not mean 1½ page or 2 ½ pages – it means 2 pages. No more, no less. Your name and the date should not take up more than 2 lines. You must provide citations within the paper. See "Bibliographic and Citation Guide" handout.

FAILURE TO CITE PROPERLY CONSTITUTES PLAGIARISM

NOTE: Whenever you relate an idea that is not your own, you must provide a citation whether or not you are paraphrasing. You should restrict your use of direct quotations. Paraphrase whenever possible. Excessive use of direct quotations will adversely affect your grade because it will be difficult for me to determine whether you understand the material. Direct quotes should be for emphasis only.

Thesis statements

For Response Paper #1, choose *one* of the following thesis statements:

- The cultures of indigenous peoples are vulnerable to destruction from globalization partially because their way of life differs so significantly from that of the culture of consumption.
- Progress is inevitable and inherently good for all people of the world, including indigenous peoples.
- The force creating the condition of hunger needs to be addressed and must be the target of change. (from Lappe and Collins; p.188)

For Response Paper #2, choose *one* of the following thesis statements:

- "Short of nuclear war itself, population growth is the gravest issue the world faces. If we do not act, the problem will be solved by famine, riots, insurrection and war." (Robert McNamara, Former President of the World Bank)
- The specter of population growth is a device used in the culture of consumption (globalization) to shift the blame for global problems to their victims, and to obscure the real cause, perpetual and uneven economic growth.

- It is not only impossible to sustain the culture of consumption (globalization) at its present rate of consumption, but the expansion of that culture and its consumption habits to other areas of the globe will vastly accelerate environmental collapse.

For Response Paper #3:

Read the article assigned for July 19 (The Myth of Global Ethnic Conflict by John Bowen).

Choose an example of ethnic conflict from the post-colonial period of any developing country.

You may want to choose to examine ethnic conflict in the country on which you chose to write your term paper. This assignment may then be included in your term paper in an expanded form. However, your choice of ethnic conflict case study is not limited to the country you chose for your term paper.

Write a two-page essay examining the case of ethnic conflict.

Briefly describe the conflict. What circumstances surround the conflict? Has a resolution to the conflict been realized? Why or why not, in your opinion? Does the conflict you chose follow the model presented by Bowen (provide a critique of Bowen's thesis using your case of ethnic conflict as an example)?

Be prepared to discuss your case study in class on July 19.

Term Paper Assignment Guidelines**Assignment:**

Each student will prepare a 8-10 page paper on one of the countries listed below. The term paper will be an overview of cultural conflict in a developing country of the student's choice. This paper is worth 30% of the final grade. The purpose of these papers is for students to delve into topics in more depth than was covered in class as well as to hone their writing skills. Students must relate their topics back to discussions, films, and lectures from class. Students will be graded on content, clarity, grammar, and adherence to instructions.

PAPER TOPICS ARE DUE ON MONDAY, JULY 3. (1 point)

PAPER DRAFTS AND REFERENCES ARE DUE ON WEDNESDAY, JULY 26. (5 points)

NO FINAL PAPER WILL BE ACCEPTED WITHOUT THE SATISFACTORY COMPLETION OF THE ABOVE TWO ASSIGNMENTS.

TERM PAPERS ARE DUE IN MY OFFICE ON MONDAY, AUGUST 21. You may turn your term paper in any time before August 21 if you so desire.

Paper Mechanics:

Papers must be typed and double-spaced with 1 inch margins (this may require you to go into the page set-up and change the default margins). Standard font type and size should be used (e.g. 10 or 12 point Arial or Times). Papers must also include a cover page with your name, the course number and title, and the date. The cover page does not count toward the total length of the paper. Page numbers are required.

You must have a minimum of 6 sources for your paper and the must be listed in a "References Cited" section at the end of your paper. All references should post-date 1980 to insure the most up-to-date and accurate information. Internet sources are NOT acceptable as resources - your sources must be from peer-reviewed journal or books. Be sure to cite articles appropriately in your references cited sections.

Choose from the following countries: (sign up by July 3)

Afghanistan	Costa Rica	India	Samoa
Algeria	Dominican Republic	Indonesia	Somalia
Bangladesh	Ecuador	Jamaica	South Africa
Belize	Eritrea	Kenya	Sudan
Bolivia	Ethiopia	Liberia	Turkey
Brazil	Ghana	Mexico	Uganda
Cambodia	Guatemala	Nicaragua	Uruguay
Chad	Guyana	Nigeria	Venezuela
Colombia	Haiti	Pakistan	Vietnam
Congo, Dem. Rep.	Honduras	Rwanda	Zimbabwe

Grading Criteria:

Country sign-up (3.Jul.)	1 point
Draft (26.Jul)	5 points
Paper (21.Aug)	24 points
Quality of information (breadth of coverage; application to class)	8 points
Use of references	7 points
Organization	4 points
Grammar/Spelling	5 points

Paper Requirements:

Note: The following questions are meant to be a guide to ensure that your paper is within the context of the course objective. Not all countries will have information for all of the topics/questions listed. Do your best to provide a balanced description of the country's situation, always paying particular attention to **CULTURE**.

1. Overview of country's history and economic development (2-3 pages)
 - Be sure to include a map of your country
 - Describe the people in your country.
 - Who are they and have they been subjected to colonialism and/or any type of discrimination?
 - What is the present economic and social condition the people in the country?
 - Describe your country's position in the global economy and how it got that way.
2. Choose at least two of the following (2-3 pages each):
 - Poverty and Hunger
 - What is the per capita income in your country? How evenly is income distributed?
 - How much foreign aid does your country receive and from where do they receive it?
 - What sort of programs does your country have to alleviate poverty and hunger?
 - Health and Disease
 - Characterize the basic state of health in your country. How many health care workers are there per 1000 persons?
 - What are the infection rates for such things as malaria, tuberculosis, and AIDS?
 - What are some of the cultural factors that might predispose people in your country to specific diseases? Do social status and/or gender influence access to health care?
 - Population and the Environment
 - What are the demographics of your country? What is the population density?
 - What was the population density 20 years ago? 40 years ago?
 - What is the environmental status of your country's air, water, and forests? What is the greatest source of environmental pollution in your country?
 - Ethnic Conflict and Protest
 - How have indigenous peoples fared in economic development?
 - Are there conflicts between ethnic groups within your country? What is the basis for these conflicts? Are the conflicts violent?
 - What reasons are given by members of antisystemic movements for their protest?
 - What has been the reaction of the nation-state to the protests? Were the protests violent? Characterize the degree of success of the protests.
3. Conclusion
 - Describe your view of the future for this country. How will the indigenous people in your country fare? Will your country be able to compete successfully in a global economy?
 - In your conclusion, be sure to relate the information provided in your paper to cultural conflict in developing nations, keeping in mind that conflict is not always violent and may result from a variety of conditions.

If you have any questions at all while working on your paper, please do not hesitate to contact me, either by visiting me during my office hours or by e-mailing me at dlnan.9@osu.edu.

TERM PAPERS ARE DUE IN MY OFFICE ON MONDAY, AUGUST 21. NO EXCEPTIONS. NO LATE PAPERS WILL BE ACCEPTED AND NO PAPERS WILL BE ACCEPTED BY E-MAIL.

IF YOU WOULD LIKE TO TURN YOUR PAPER IN EARLIER THAN THE DUE DATE, PLEASE CONTACT ME TO MAKE ARRANGEMENTS.

Paper Presentation Guidelines

Assignment:

Presentations will be given by students in class on Monday August 7, Wednesday August 9, Monday August 14, and Wednesday August 16. Student presentation dates will be assigned by the instructor and announced in class on Monday, July 17. If you miss class on July 17, it is your responsibility to contact me regarding your presentation date. Additionally, if you miss class on your presentation day you may not be able to make it up – you will be added to the end of the following presentation day and can present if there is time.

Requirements:

Presentations are to be between 5 and 7 minutes long. The purpose of the presentations is to share with your classmates what you learned while researching your paper. The presentation is NOT "here's what I have done so far on my paper", but rather an organized presentation of the information you gathered regardless if you have finished your paper or not. Your presentation should include a brief overview of the country you chose to write about and a description of one or more of the areas of cultural conflict within your country (i.e. hunger and poverty, health and disease, population and the environment, or ethnic conflict and protest). The use of slides, overheads, or PowerPoint is encouraged but not mandatory. BE SURE TO REHEARSE YOUR PRESENTATION SO THAT YOU MEET THE TIME CRITERION AND SO THAT YOU ARE COMFORTABLE WITH ANY VISUAL AIDS YOU ARE UTILIZING.

Grading:

Presentations are worth 10 points (10% of your final grade) and will be graded on the following criteria:

- Organization of presentation and quality of information (5 points)
- Relation of topic to class discussions (2 points)
- Student's ability to express their point of view with respect to the topic (1 points)
- Adherence to time requirement (2 point)

Bibliographic and Citation Guide: after *American Antiquity*

- 1) All ideas, facts, distinctive phrases or direct quotes that stem from an author you have read *must* be properly cited. To fail to do so constitutes plagiarism and must be assiduously avoided! When you are discussing someone else's ideas, or quoting an author, cite in the following manner (note careful citation of year of publication and page numbers!):

a) **Someone else's ideas rephrased in your own words:**

Given this immense geographical spread and the great cultural diversity within this language family, it comes as something of a shock to realize that around 3000 to 4000 B.C. the Indo-Europeans comprised only a few thousand pastoral nomads ranging over the steppes of southern Russia, north of the Caucasus Mountains and west of the Urals (Hayden 1993:342).

b) **Citing an author's contribution directly in your text:**

Renfrew (1987:72) has suggested that Neolithic colonizers brought Indo-European languages to Europe much earlier than the Bronze Age.

c) **Facts reported in the literature and presented by you:**

Around the turn of the century the founder of North American anthropology, Franz Boas, advanced a grand theory called *historical particularism* (Hayden 1993:100).

In the Great Basin of the United States, for example, hunters knew that they could hold an antelope drive only once every ten years, because it took that long for herds in these arid environments to reestablish themselves (Steward 1938:35-39).

- 2) Remember, if you use someone else's words, words you did not create yourself, you must place quotes around those words and cite appropriately:

According to Hayden (1993:360), "...while political control clearly increased with the flowering of the Big Man complex, it also had clear limits and stopped well short of real exploitation."

- 3) Bibliographic style: alphabetize by author and follow format below:

Example of Book:

Kennedy, Paul
1987 *The Rise and Fall of the Great Powers*. New York: Random House.

Example of a Magazine or Journal:

Mercer, R.J.
1985 A Neolithic fortress and funeral center. *Scientific American* 252(3):94-101.
Roper, Marilyn
1969 A survey of the evidence for intrahuman killing in the Pleistocene. *Current Anthropology* 10:427-459.

Online References:

Welch, Carol and Jason Oringer
1998 Structural adjustment programs. *Foreign Policy – In Focus* 3(3):1-4. Online.
10.Feb.2004. Available: www.foreign-policy-infocus.org/briefs/vol3/v3n3sap.html
Mander, Jerry and Debi Barker
2002 Does globalization help the poor? Online. 10.Feb.2004. Available:
www.tompaine.com/feature2.cfm/ID/4777

Cite online references in the body of your paper just as you would journal articles or books, e.g.
(Mander and Barker 2002: ¶4)

Please make an appointment to see me in my office hours if you are having problems with citing references! Your term paper will be graded based not only on what you say, but also on how you present it – that includes grammar, spelling, format, and proper use and citation of references!!

Check out this web-site for more information on citing references as well as information on the writing process in general: <http://www.nutsandboltsguide.com/>

The Ohio State University
Anthropology 597.02 – Women, Culture, and Development
Winter 2006 – Call # 01435-3

INSTRUCTOR: Ms. Robin Feeney

E-MAIL: feeney.34@osu.edu

OFFICE HOURS: Tuesday & Thursday 1:30-3:30, 200 Lord Hall

CLASS TIME & LOCATION: Tuesday & Thursday 11:30-1:18, 2017 M^cPherson

FACULTY COORDINATOR: Dr. D. Crews, 217C Lord Hall

COURSE INTRODUCTION AND OBJECTIVES

This course discusses the impact of economic development on the women of the world from an anthropological perspective. The course is designed to explore the ways in which gender inequality is socially constructed and the important roles that social institutions, ideology, and cultural practices play in creating and perpetuating inequality both historically and in the present.

Given the time constraints of this class, we are not able to examine everything related to this topic. Specifically, we will focus on selected works concerning colonialism, development, the public and private spheres, family and household, gender, division of labour, domestic, political, and structural violence, women's health, and globalization. We will read both scientific and theoretical literature, fiction, and print media. Generally, we will explore how development, globalization, and modernization are causing drastic changes in women's lives through cross-cultural comparisons and specific ethnographic examples.

The course is designed to draw upon and strengthen the following skills:

- Analytical thinking
- Research skills
- Identification of stereotypes and recognition of ethnocentrism
- Holistic learning and integration/synthesis of ideas from different perspectives

Anthropology 597 helps satisfy the Issues of the Contemporary World GEC requirement. Offerings in this category are thematic, upper-division courses that draw upon multiple disciplines and are intended to enrich student's experiences of the contemporary world.

STUDENTS WITH DISABILITIES: ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS, AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES (292-3307), PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS & DEVELOPING ACCOMMODATION STRATEGIES.

CANCELLATION NOTICES: <http://anthropology.ohio-state.edu/news.htm>

In case of unexpected instructor absences the information will be posted on the above departmental website. This site should be consulted in the event of inclement weather to check for possible class cancellations or delays. Do not call the Department, check the website.

COURSE FORMAT AND REQUIREMENTS

The course consists of lectures, class discussion, student presentations, and films. The learning process in the classroom is a cooperative effort and all students are expected to participate.

For a Total of 100 Points:

(1) Class Participation (10): Taking an active part in discussions, class activities, and responding to questions earn these points. Come to class prepared by reading the assignments prior to class. The readings will be discussed in class, so make notes, and write down discussion questions to hand in – all in preparation to discuss them! All assigned readings will be available to download on Carmen.

(2) Attendance (5): This is a discussion class and attendance is mandatory. Absences and tardiness will be detrimental to your final grade. If you miss a class, you are responsible for the material covered; the instructor will not provide lecture notes for missed classes.

(3) Research Assignment (10): Each student will research and present on a website that reports on women's issues. Details will be provided separately. DUE TUES JAN 31 & THURS FEB 2

(4) Mid-term (20) and Final Exam (20): Exams will be in multiple choice, true/false, fill in the blank, and short answer format. Exams will cover lecture material, readings, and films. TUES FEB 7 & TUES FEB 28

(5) Research Project (15) and Presentation (10):

Proposal: Abstract, outline, and bibliography (10): These items are in support of your research project. Details will be provided separately. DUE TUES FEB 21

Topic: Select a topic to conduct in-depth research. Your topic must be relevant to issues related to women, culture, and development and must be approved by the instructor. DUE MARCH 02, 07, & 09

Format: Start thinking about this project early! Projects will be in a poster or PowerPoint format. Each student will prepare an in-class 7 to 10 minute-long presentation on their research topic. Attendance at your peer's presentations is expected and required.

ACADEMIC MISCONDUCT

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

Examples of academic misconduct include, but are not limited to, plagiarism, unauthorized collaboration, copying the work of another student, and possession of unauthorized materials during an exam. Ignorance of the code is not considered an excuse for academic misconduct. If I suspect that a student has committed academic misconduct I am obliged by the University Rules to report my suspicions to the Committee on Academic Misconduct. Sanctions for violating the University's Code of Student Conduct could include a failing grade in the course and suspension or dismissal from the University. Sources of information: Academic Misconduct Pages: oaa.osu.edu/coam/home.html, Preserving Academic Integrity: oaa.osu.edu/coam/ten-suggestions.html

LATE POLICY FOR ASSIGNMENTS AND EXAMS:

Late assignments will have 10% deducted each day. Late assignments will not be accepted via e-mail.

Make-up exams are at the instructor's discretion. If you miss an exam you have 24 hours to contact the instructor (feeney.34@osu.edu) or the department (292-4149). Official documentation is required and exams must be taken within one week after the original exam date. Students who fail to do so will receive a "0" for the exam.

GRADING

In accordance with university policy, grades cannot be given over the phone or through e-mail, nor may exam scores be posted. Do not contact the Anthropology office regarding grades – you must contact your instructor. Extra credit and work will not be used to make up a grade. For a general guide on how you are progressing in the course refer to the average for each exam or see the instructor.

Final grades are based on a standardized distribution using the total number of points available for the course: A: 92-100, A-: 90-91, B+: 88-89, B: 82-87, B-: 80-81, C+: 78-79, C: 72-77, C-: 70-71, D+: 68-69, D: 60-67, E: <60

CARMEN

Open your web browser to <http://telr.osu.edu/carmen/> to access class material and relevant information. An overview of how to use Carmen is also found on this page. Log in by entering your OSU username and password. **Contact the Help Desk (688-HELP, carmen@osu.edu) for problems logging in and accessing the course.**

OUTLINE

Week 1:

DEFINING KEY CONCEPTS: WOMEN, CULTURE, AND DEVELOPMENT

Introduction to the Course, Introduction to Key Anthropological Concepts.

Leacock E. 1977. Women, Development, and Anthropological Facts and Fictions. *Latin American Perspectives* (Women and Class Struggle) 4(1/2): 8-17.

Banda J. 2004. Making Development Gender Sensitive. *The Times of Zambia*. Retrieved December 10, 2005: <http://www.times.co.zm/news/viewnews.cgi?category=8&id=1079066391>

Buvinic M. 1998. Women in Poverty: A New Global Underclass. *Foreign Policy*. Fall 1997.

FILM & DISCUSSION: *First Contact* (Introduction to next section on "Women's Status and Widespread Poverty: The Legacy of Colonialism")

Week 2:

WOMEN'S STATUS AND WIDESPREAD POVERTY: THE LEGACY OF COLONIALISM

Review of Film: *First Contact*

Lappé FM, Collins J. 1977. Why Can't People Feed Themselves? In: Lappé FM, Collins J, with Fowler C, editors. *Food First: Beyond the Myth of Scarcity*. Boston: Houghton Mifflin Company. p 75-85.

van Allen J. 1972. Sitting on a Man: Colonialism and Lost Political Institutions of Igbo Women. *Canadian Journal of African Studies* (Special Issue: The Roles of African Women: Past, Present and Future) 6(2): 165-181.

Zimbalist Rosaldo M. 1974. Women, Culture and Society: A Theoretical Overview. In: Rosaldo MZ, Lamphere L, editors. *Women, Culture and Society*. Stanford: Stanford University Press. p 17-42.

Lamphere L. 1993. The Domestic Sphere of Women and the Public World of Men: The Strengths and Limitations of an Anthropological Dichotomy. In: Brettell CB, Sargent CF, editors. *Gender in Cross-Cultural Perspective*. New York: Random House. p 67-76.

GLOBALIZATION, DEVELOPMENT, AND ECONOMIC CRISIS

Goldsmith E. 1999. Empires Without Armies. *The Ecologist*, May/June: 51-54.

M^cMichael P. 2000. Instituting the Development Project. In: M^cMichael P, editor. *Development and Social Change: A Global Perspective*. Thousand Oaks: Pine Forge Press. p 3-41.

Mander J, Barker D. 2002. Does Globalization Help the Poor? Retrieved December 10, 2005: <http://www.tompaine.com/feature2.cfm/ID/4777>

Jeong J, Choi S. 2001. Neoliberalism Through the Eyes of Women. Retrieved December 10, 2005: <http://www.southonline.org/E/earticles%20NEOLIBERALISM%20THROUGH%20THE%20EYES%20OF%20WOMEN.html>

AWID. 2002. The World Bank and Women's Rights in Development. Women's Rights and Economic Change No. 5. p. 1-8.

Hartman B. 1995. The Malthusian Orthodoxy. In: B Hartmann, editor. Reproductive Rights and Wrongs. Cambridge: South End Press. p 13-40.

UNDP. 2002. Millenium Development Goals: A Compact Among Nations to End Poverty. Human Development Report 2003. p 1-13.

Week 3:

STRUCTURAL ADJUSTMENT AND WOMEN

FILM & DISCUSSION: *Lift and Debt*

M^cEwan C. 2001. Postcolonialism, Feminism, and Development: Intersections and Dilemmas. Progress in Development Studies 1(2): 93-111.

Chen M, Sebstad J, O'Connell L. 1999. Counting the Invisible Workforce: The Case of Homebased Workers. World Development 27(3): 603-610.

Welch C, Oringer J. 1998. Structural Adjustment Programs. Foreign Policy - In Focus 3(3): 1-4.

Dewan R. 1999. Gender Implications of the "New" Economic Policy A Conceptual Overview. Women's Studies International Forum 22(4): 425-429.

Tsikata D. 1995. Effects of Structural Adjustment on Women and the Poor. Third World Resurgence 61/62 (September/October). Retrieved December 10, 2005: <http://www.twinside.org.sg/title/adjus-cn.htm>

Week 4:

WOMEN AND THE GLOBAL ECONOMY

Safa H. 1995. Economic Restructuring and Gender Subordination. Latin American Perspectives (Women in Latin America) 22(2): 32-50.

Athreya B. 2002. Trade is a Women's Issue. Foreign Policy – In Focus 7(15).

Pyle JL. 2001. Sex, Maids, and Export Processing: Risks and Reasons for Gendered Global Production Networks. International Journal of Politics, Culture and Society 15(1): 55-76.

M^cClelland S. 2003. Sad Little Girls. Macleans 11/24/03. Retrieved December 10, 2005: http://www.macleans.ca/topstories/world/article.jsp?content=20031124_70039_70039

AWID. 2002. Women's Rights, the World Trade Organization and International Trade Policy. Women's Rights and Economic Change No. 4.

Mathews J. n.d. Little World Banks (Muhammad Yunus and the Grameen Bank of Bangladesh). Retrieved December 10, 2005: http://www.thirdworldtraveler.com/IMF_WB/Grameen_50YIE.html

Smith J, Moran TP. 2000. WTO 101: Myths about the World Trade Organization. Dissent 47(2): 66-70. Retrieved December 10, 2005: <http://www.globalpolicy.org/soecon/bwi-wto/wto99/myth.htm>

MIGRATION AND EDUCATION

Charlton SEM. 1984. The Need for Training and Education. In: Charlton SEM, editor. Women in Third World Development. Boulder: Westview Press. p 152-172.

Hollos M. 1991. Migration, Education, and the Status of Women in Southern Nigeria. American Anthropologist, New Series 93(4): 852-870.

Adepoju A. 2000. Issues and Recent Trends in International Migration in Sub-Saharan Africa. International Social Science Journal 52(165): 383-394.

Week 5:

RESEARCH ASSIGNMENTS & PRESENTATIONS: TUES JAN 31 & THURS FEB 2

Week 6:

MID-TERM EXAM: TUES FEB 07

FILM & DISCUSSION: *The Day You Loved Me* (Introduction to the next section on: Women's health and Violence Against Women)

Week 7:

WOMEN'S HEALTH AND VIOLENCE AGAINST WOMEN

Review of Film: *The Day You Loved Me*

Du Nann Winter D, Leighton D. 1999. Structural Violence Section Introduction. Retrieved December 10, 2005: <http://www.psych.ubc.ca/~dleighton/svintro.html>

Mandelbaum P. 1999. Dowry Deaths in India: "Let Only Your Corpse Come Out of That House." Commonweal, Oct 8, 1999, p 18-20. Retrieved December 10, 2005: http://www.findarticles.com/cf_dls/m1252/17_126/56293815/p1/article.jhtml

Scheper-Hughes N. 1989. Death Without Weeping. Natural History 98(10): 12-16.

Bradley C. 1994. Why Male Violence Against Women is a Development Issue: Reflections from Papua New Guinea. In: Davies M, editor. Women and Violence. New Jersey: Zed Books Ltd. p 10-26.

Susskind Y. 2003. Women's Health in a Sick World. MADRE, September 2003. Retrieved December 10, 2005: http://www.madre.org/art_whSickWorld.html

Moss NE. 2002. Gender Equity and Socioeconomic Inequality: A Framework for the Patterning of Women's Health. Social Science and Medicine 54(5): 649-661.

Avotri JY, Walters V. 1999. "You Just Look at Our Work and See if You Have Any Freedom on Earth": Ghanaian Women's Accounts of Their Work and Their Health. Social Science and Medicine 48(9): 1123-1133.

Nasir K, Hyder AA. 2003. Violence Against Pregnant Women in Developing Countries. European Journal of Public Health 13(2): 105-107.

Watts C, Zimmerman C. 2002. Violence Against Women: Global Scope and Magnitude. The Lancet 359(9313): 1232-1237.

WOMEN'S HEALTH AND HUMAN/WOMEN'S RIGHTS AND POVERTY

- Doyle L. 2000. Gender Equity in Health: Debates and Dilemmas. *Social Science and Medicine* 51(6): 931-939.
- Baylies C. 2001. Safe Motherhood in the Time of AIDS: The Illusion of Reproductive 'Choice.' *Gender and Development* 9(2): 40-50.
- UN Declaration of Human Rights. n.d. Retrieved December 10, 2005: <http://www.un.org/rights/50/decla.htm>
- Ratify Women's Human Rights Treaty (CEDAW). Retrieved December 10, 2005: <http://www.amnestyusa.org/cedaw/cedawtext.html>
- Human Rights Watch. 2001. Women's Human Rights. World Report 2001. Retrieved December 10, 2005: <http://www.hrw.org/wr2k1/women/index.html> (READ: Introduction through Human Rights Developments)
- Tharoor S. 1999/2000. Are Human Rights Universal? *World Policy Journal* (Winter). Retrieved December 10, 2005: <http://www.worldpolicy.org/journal/tharoor.html>
- Loder A. 2003. Report: Global Gag Rule Spurring Deaths, Disease. *Women's Enews* 9/25/03. Retrieved December 10, 2005: <http://www.womensenews.org/article.cfm/dyn/aid/1539/context/archive>
- The World Bank Group. 2004. June 20. "What is Poverty?", "Dimensions of Poverty", and "Measuring Poverty." Retrieved December 10, 2005: <http://www.worldbank.org/poverty/mission/up1.htm>
- Mesce D. 2002. Translating Reproductive Rights into Reality. Population Reference Bureau. Retrieved December 10, 2005: http://www.prb.org/Template.cfm?Section_PRB&template=/ContentManagement/ContentDisplay.cfm&ContentID=7016

Week 8:

RESEARCH PROPOSALS: TUES FEB 21

THE RIGHT TO AND THE ROLE OF SEXUALITY

Blackwood E. 2000. Culture and Women's Sexualities. *Journal of Social Issues* 56(2): 223-238.

Sharlack L. 2000. Rape as Genocide: Bangladesh, The Former Yugoslavia, and Rwanda. *New Political Science* 22(1): 89-102.

EMPOWERMENT AND CHANGING IDENTITY/CULTURAL REPRODUCTION

Sharp J, Briggs J, Yacoub H, Hamed N. 2003. Doing Gender and Development: Understanding Empowerment and Local Gender Relations. *Transactions of the Institute of British Geographers* 28(3): 281-295.

Ashford LS. 2001. Empowering Women. *Population Bulletin* 57(1): 21-29.

Datta R. 2003. From Development to Empowerment: The Self Employed Women's Association in India. *International Journal of Politics, Culture and Society* 16(3): 351-368.

Week 9:

FINAL EXAM: TUES FEB 28

RESEARCH PROJECTS & PRESENTATIONS: THURS MARCH 02

Week 10:

RESEARCH PROJECTS & PRESENTATIONS: TUES MARCH 07 & THURS MARCH 09

Changes to the syllabus will be announced in class

ANTHROPOLOGY 601.04: GLOBAL PERSPECTIVES ON WOMEN'S HEALTH

Dr. Cynthia J. Smith

Office: 216 Lord Hall

Phone: 487-1521

Email: smith.197@osu.edu

Office Hours: Monday and Wednesday 3:30-5:00

Course Description:

The principle goal of this course is to examine the health issues/risks women face around the world. We will examine health issues/risks in relationship to the life cycle of women. We will consider the issue of women's health in terms of anthropology's four-field perspective and in terms of the interrelationships of the 5 Major Institutions of cultural systems.

The experience of women in the U.S. (including consideration of ethnically diverse experiences within the U.S.) will be compared and contrasted with the experience of women in other cultural systems. The consequences of women's health as it relates to children and men and communities will be explored. We will carefully examine the ways in which culture constructs perceptions of health and how culture is a factor in effective delivery of health care. We will consider the roles that Western medical research and health-related industries, and the international development community/industry play in setting the health care agenda for women.

From a practical standpoint, students will gain more understanding of reproductive health, health maintenance, and disease that will help them make more informed decisions about their own health choices.

Required Texts:

1. *Gender and Health: An International Perspective*, Carolyn F. Sargent and Caroline Brettell (Eds.)
2. *Aman: The Story of a Somali Girl*, As old to Virginia Lee Barnes and Janice Boddy
You may substitute a book of your choosing. You should speak to me about a substitution.
3. Copies of articles that will be required reading will be placed in the Reading Room.

Students with Disabilities:

Students with disabilities must contact the Office of Disabilities in 150 Pomerene Hall (292-3307) to make arrangements for any special needs for this course. Students with documented disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. This publication/material is available in alternative formats upon request. Please contact Ms. Jean Whipple, Department of Anthropology, 292-4149, for further information.

Academic Misconduct:

All students should become familiar with the rule governing academic misconduct, especially as they pertain to plagiarism and cheating. Plagiarism is the inappropriate use of other people's work, which can often be addressed by correct citation and quotations. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct will automatically be reported to the Committee on Academic Misconduct.

Course Requirements:

Your grade will be determined by the following components:

Final Exam	25%
Research Project Progress Report	5%
Research Project	25%
Homework Assignments	25%
In-class writing and activities	20%

Final Exam: You will be given a study guide to help you prepare for the final.

Research Project Progress Report: This will consist of a one-page, double-spaced synopsis of what topic you plan to explore in your research project. It should also include your strategy for finding subjects to interview and some tentative interview questions.

Ethnographic Research Project: (8-10 page, double-spaced report, plus bibliography). This project will be based on using interview/observation methods. See attachment for more information and we will discuss this in class.

Homework Assignments: See Course Schedule for due dates:

There will be further discussion about homework assignments in class. Feel free to ask questions about the assignments if they are not clear.

#1: Locate a ranked listing of the male and female life expectancy of countries. Try to get as recent a listing as possible. Prepare a 1 page analysis of the data.

#2: Reflect on your own life experience with the health industry. Write a 1-2 page essay on your experience with a focus on how it might have been improved. Do you have concerns?

#3: Observation Exercise: plan to observe health-related behavior over a period of time. Write a 1-2 page essay on your observations. We will discuss this further in class. You might use a strategy of concentrated observation, such as positioning yourself in a specific vantage point for a period of one-hour, two half-hour periods, etc. Another strategy would be to perform "light" observation through the course of your own day.

#4: Obtain a copy of the health insurance policy that covers you and review it. If you have OSU insurance, you can use that policy. If you don't have OSU insurance, your family might have a policy. If you don't have health insurance, you could obtain the information on health insurance policies available through the OSU Alumni Association, which offers coverage to its members. Write a 1-2 page summary of your review of the policy.

#5: Analyze the content of 4 advertisements. These can be TV commercials or print media. These can be related to health risk behavior (i.e., tobacco, alcohol), pharmaceuticals, nutraceuticals, hospitals, eldercare facilities, insurance, anti-aging, lifestyle. Write a 1-2 page synopsis of your analysis.

In-class writing and activities: Students will be given 15-20 in-class writing assignments focused on the reading assignments or on movies seen during class. Students may also be asked to participate in activities during class. You will be able to miss one in-class writing assignment or activity with no effect on this grade component.

Tentative Course Schedule: Plan to have readings done by Monday of each week.

9/21	Introduction
9/26&28	TEXT: pp. 1-28 Ecocide in the USSR: Health and nature under siege Grade A: The market for a Yale woman's eggs Inside the womb Brave new babies Death Without Weeping Body ritual among the Nacirema <i>The Harmless People</i> segment on birth (pp. 156-161)
9/28	Homework Assignment #1 Due
10/3&5	TEXT: pp. 44-56; 123-166; 227-240
10/10	Homework Assignment #2 Due
10/10&12	Kissing a baby is not at all good for him The elastic between genes and culture The named and the nameless: Gender and person in Chinese society
10/17&19	TEXT: pp. 205-226 License to steal Managing death
10/24	Homework Assignment #3 Due
10/24&26	TEXT: pp.260-276; 326-337 Video display terminals and adverse pregnancy outcomes (do not do exercises) Carpal tunnel syndrome among grocery store workers (do not do exercises)
10/31	Research Project Progress Report Due
10/31&11/2	TEXT: pp. 87-122; 292-324 Second national report on human exposure to environmental chemicals Study finds industrial pollution begins in the womb Man-made medicine and women's health: the biopolitics of sex/gender and race/ethnicity
11/7	Homework Assignment #4 Due
11/7&9	TEXT: pp. 57-86; 167-186; 187-204
11/14	Homework Assignment #5 Due
11/14&16	TEXT: pp. 278-291; 338-370 Dying in the shadows Risk of death among homeless women
11/16	Ohio Wesleyan Conference – Details will be given in class.

- 11/21 ***Aman* Book Report Due**
11/21&23 TEXT: pp. 242-259
The politics of reproduction
The cultural nexus of Aka father-infant bonding
- 11/28 **Research Project Due**
11/28&30 Rethinking anthropological studies of the body: manas and bodham in Kerala
The Grameen Bank
- 12/7 **FINAL EXAM** 11:30 – 1:18

ETHNOGRAPHIC RESEARCH PROJECT:

You have a wide degree of latitude in developing your project. The main criteria is that it be focused on interview/observation methods. The number of interviews used for your project might vary, but generally should reflect about six hours of interview time. All subjects interviewed in your project should be given total anonymity in your report. Examples of possible projects:

- You could focus on obtaining a single life history emphasizing health issues. In this case, you would have only one subject, but should expect to spend 4-6 hours (perhaps in two or more different sessions) talking with them to obtain a detailed life history. An elderly person could talk about changes through their life cycle and their lifetime in cultural terms. Someone from another country (or who has lived in another country) might be able to compare and contrast their experience here and in another country. A young person might be able to discuss their future health-related issues and decisions they are considering (i.e., how many children, birthing, breast-feeding, menopause/aging).
- You could focus on doing two in-depth interviews with subjects that are selected for possibly variable experience. For example: one male/one female; one old/one young; from two different countries or ethnic groups; one who believes in a biomedical approach/one who uses alternative medicine/practices.
- There are churches in this area that practice “faith healing.” You could make a couple of visits and report on these practices.
- Scientology might be interesting to explore.
- You could use a decision-making topic as the focus of six brief interviews. Possible topics include: hormone replacement therapy, infertility treatment, taking sick days when ill, contraceptive practices, number of children, birthing decisions, breast feeding decisions, diet, exercise, health issues for women who are balancing work and family. Your interview subjects might include 3 men/3 women; 3 older/3 younger; a sample of individuals from varying racial/ethnic backgrounds.
- You might want to focus on health practitioners. Interview subjects in the healthcare field.
- You might explore experiences of students with the health clinic. For example: Do they use all the benefits of their insurance? How do they decide to visit the clinic? What kind of experience is it (perhaps in contrast to the healthcare they had been receiving prior to attending OSU)?
- There are immigrant populations in this area that have established “cultural centers” for the purpose of educating the public about their group. For example, the Somali’s have such an entity. You could contact them and see if they will talk to you about health issues.
- There are specialized women’s health entities associated with hospitals. You could pay a visit, collect literature, and perhaps arrange to interview someone associated with the entity.
- You might be able to arrange to take a “maternity ward” tour that hospitals routinely give to couples who are selecting a place of birth.
- You might be able to attend a Lamaze class, or any other birth related group event. If you can’t attend a session, you might be able to talk with representatives of these organizations, in which case you would want to explore more than just one.
- It is possible to use a conversational approach to a project in which you would select a focal topic and engage people in the course of your day-to-day activities in a bit of conversation about your topic. This would involve having a question or two, such as “What do you think of (how do you feel about) the sale of early sex identification home kits (similar to the pregnancy kits)?” In this type of project you might ask your question of a large number of people, so should plan to keep a notebook handy to keep a record. It is a type of “oral survey” technique.

Interviewing:

You may tape interviews. If you do, your subjects must be asked if you may tape.

You should take notes during the interview, and should think about adding anything of pertinence to the interview to your notes after the interview is conducted.

It is best to let your subject pick where the interview should be conducted.

Before beginning the interview, give your subject a brief overview of your project. I.e., this is an assignment for a class, and what you are exploring in the interview. You should also mention that they will be anonymous.

It is recommended that you use a semi-structured interview approach. Think of it more in terms of having a conversation. This means you should only have 1-3 “meta-questions.” The interview should be largely guided by your subject – digressions are often a good thing. If you perceive discomfort on the part of your subject, back off and redirect the conversation.

Be sure you thank people for their time and help with your project. Send a thank-you note as appropriate.

Elements of the Report:

1. Introduction/Overview: Your report should begin with a brief overview of your project. I.e., What topic are you exploring?
2. Methods: Did you have to adapt your approach from what you originally intended because of obstacles you encountered? Did you rely exclusively on interviews? Did you explore some of the literature related to your topic? Did you incorporate some observation? How many interviews were completed? Include a brief synopsis of the characteristics of interview subjects such as how many males/females, age range, race/ethnicity. Range of length of time of the interviews.
3. Analysis: What did you learn? You may use quotes from subjects to illustrate points in your discussion.
4. Conclusion: This section should include any caveats you feel you should make about the limitations of conclusions drawn and ideas about how a fully developed research project might approach this topic.
5. Bibliography: this may include items from the course readings. You are also expected to do further reading appropriate to your project. Bibliographic style is up to you – just so it is consistent.

BIBLIOGRAPHIC RESOURCES: (Additional resources will be in the Reading Room)

General Books:

Medical Anthropology in Ecological Perspective, 4th Ed. (edited collection)
Health Ecology: Health, culture and human-environment interaction (edited collection)
Handbook of Cultural Health Psychology (edited collection)
Health Psychology in Global Perspective
Cross Cultural Psychiatry (edited collection)
Geographies of Women's Health (edited collection)
Health of Women: A Global Perspective (edited collection)
Globalizing Feminist Bioethics: Cross cultural Perspectives (edited collection)
Genes and Future People: Philosophical Issues in Human Genetics

Books focused on Geographic Areas:

The Health of Women in Latin America and the Caribbean
Knowing Practice: The Clinical Encounter of Chinese Medicine
Ecocide in the USSR: Health and nature Under Siege
The Accidental System: Health Care Policy in America
 (contains chapter discussing Canada, UK, Germany)
The Cultivation of Whiteness: Science, Health and Racial Destiny in Australia
 "The Health of Women in Mexico," *In Changing Structure of Mexico*
Song of Haiti: The Lives of Dr. Lairmer and Gwen Mellon at Albert Schweitzer Hospital
Of Deschappelles

Books on Specific Topics:

Shades of Loneliness: Pathologies of a Technological Society
Reproductive Rights and Wrongs: The Global Politics of Population Control
Yellow Fever Black Goddess: The Coevolution of People and Plagues
AIDS in Africa: Help the Victims or Ignore Them? (Very extensive annotated bibliography)
Ritalin Nation: Rapid-fire Culture and the Transformation of Human Consciousness
Cancer: The Evolutionary Legacy
Evolutionary Medicine
No Neutral Ground? Abortion Politics in an Age of Absolutes
The Pill, Pygmy Chimps, and Degas' Horse
Prevention and Control of Aggression and the Impact on Its Victims (edited collection)
The Trembling Mountain: A Personal Account of Kuru, Cannibals, and Mad Cow Disease
Naked to the Bone: Medical Imaging in the Twentieth Century

Journals:

<i>Social Science and Medicine</i>	<i>Lancet</i>
<i>Medical Anthropology Quarterly</i>	<i>New England Journal of Medicine</i>
<i>American Journal of Clinical Nutrition</i>	<i>Journal of Medical Ethics</i>
<i>Health Affairs</i>	<i>Journal of Medicine and Philosophy</i>
<i>Journal of the American Medical Association (AMA)</i>	<i>Bioethics</i>
<i>American Journal of Physical Anthropology</i>	<i>Nature</i>
<i>American Anthropologist</i>	<i>Science</i>
<i>Current Anthropology</i>	<i>Human Biology</i>
<i>Journal of the American Medical Association</i>	<i>Cultural Anthropology</i>
	<i>Ethnology</i>
	<i>Journal of Traumatic Stress</i>

NATIONALISM REVISITED
Classics 597

Instructor: Prof. Gregory Jusdanis

Office: 272 University Hall; 292-3785 jusdanis.1@osu.edu (I do not accept assignments through email.)

Department: Greek and Latin, 414 University Hall; Tel. 292-2744

Office Hours: Fridays. 8:30-10:30, or by appointment

Description: The aim of the course is to rethink nationalism, one of the most contested and troubling movements of our time. While the first couple of weeks will deal with introductory material the course will be devoted primarily to rethinking nationalism. Rather than representing nationalism simply as a backward looking force hostile to peace and progress, we will also try to see its positive contributions to the history of humanity over the last few centuries in the promotion of progress and the fight against imperialism. This will be a provocative, state-of-the-art course, challenging received notions of the nation, identity, ethnicity, culture, citizenship, and globalization. It will consider the situation in the United States as well as in other countries around the world. The course will end with a consideration of alternative conceptions being discussed today on governance. Questions we will ask: When did nationalism arise? Is it an old or new phenomenon? Will people continue to be attracted to nationalism in the age of globalization? Will we see the end of the nation-state? What entities could replace it?

Prerequisites: There are no prerequisites for the course but students must have senior standing.

Objectives: As a GEC Capstone Experience Course, this class will strive to develop a) an understanding of the issues involved in the rise and subsequent spread of nationalism; b) improved skills in analysis and interpretation of texts about nationalism, c) improved understanding of issues relevant to the discussion and representation of nationalism; d) and to demonstrate such skills and understanding orally and in writing.

Assignments: You will write two term papers of no fewer than 7 typed, double-spaced, 250 words per page, font size 12, on topics assigned by me. Only typed papers will be accepted. The grade will be marked down by 1/3 mark for each day (not class) that passes after their due day. Papers submitted after class will be considered late.

Attendance: You will be required to arrive on time and participate regularly in class discussions. It will be your responsibility to sign up the attendance sheet. If you are absent for more than two classes without a written excuse from a doctor or an explanation of a family emergency, you will lose **two points from your final grade** for each missed class. Consistent late attendances will be regarded as an absence.

Participation: You are expected to come to class having completed the reading assignments for that particular day and to participate regularly and energetically.

Students who ask questions and volunteer comments without being asked will get an “A” for the participation grade. Those who come to class every day but do not participate will get a “C.”

Academic Misconduct

Academic misconduct is a violation of the code of Student Conduct. The University defines academic misconduct as any activity that compromises the academic integrity of the institution, or subverts the educational process. Some examples are copying other people’s work, having others write a paper for you, or cheating on examinations. For more information please go to <http://www.osu.edu/offices/oaa/procedures/index.htm>.

Disability Accommodation

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Grades: Research papers 60%, participation 10%, final examination 30%.

Required Texts:

Gregory Jusdanis The Necessary Nation; John Hutchinson and Anthony D. Smith eds. Nationalism; John Hutchinson and Anthony D. Smith eds. Ethnicity.
The other readings in the course have been placed on reserve in the Main Library. It is your responsibility to go to the library and read them. You may copy these chapters at your convenience. A copy of the MLA Handbook for Writers of Research Papers will be also be placed on reserve.

Weekly topics

WEEK ONE: What is ethnicity? What is nationalism? Jan 6, 8

1. Introduction
- 2 Hutchinson and Smith Nationalism 15-46, Ethnicity 1-31.

WEEK TWO: Why and How did nationalism appear? Jan 13, 15

- 1 Hutchinson and Smith Nationalism 47-113, 132-159.
- 2 Jusdanis 17-43; Debate: “Patriotism is destructive for people and societies”

WEEK THREE: Why are people saying such bad things about nationalism? Jan. 20, 22

- 1 Jusdanis 1-16, Hutchinson and Smith Nationalism 241-286.
- 2 Michael Ignatieff Blood and Belonging 1-16; writing seminar.

WEEK FOUR: Does nationalism cause ethnic conflict? Jan. 27, 28

- 1 Hutchinson and Smith Ethnicity 278-341.
- 2 Susan Olzak The Dynamics of Ethnic Competition and Conflict 15-47.

WEEK FIVE: Nationalism and the resistance to colonialism. Feb. 3, 5

- 1 Partha Chatterjee Nationalist Thought and the Colonial World 1-35; Frantz Fanon The Wretched of the Earth 206-248
- 2 No class

WEEK SIX: The nation as protector of culture. Feb. 10, 12

- 1 Hutchinson and Smith Ethnicity 135-163, 189-227
- 2 Jusdanis 71-101; Hutchinson and Smith Nationalism 113-131; **Essay One Due**

WEEK: SEVEN Nationalism and progress. Feb. 17, 19

- 1 Jusdanis 102-133
- 2 Debate: "All forms of ethnic and national identification are bad and should be overcome."

WEEK: EIGHT A Civic Nationalism? Feb. 24, 26

- 1 Jusdanis 134-165
- 2 Maurizio Viroli For Love of Country 18-40, 161-87.

WEEK: NINE Does globalization spell the end of nationalism? Mar. 3, 5

- 1 Hutchinson and Smith Ethnicity 348-378
- 2 Hutchinson and Smith Nationalism 287-325.

WEEK TEN: Federalism. Mar. 10, 12

- 1 Jusdanis 166-224
- 2 Conclusion. **Essay Two Due.**

Grading of Papers:

Correct grammar, lucid writing, organization of ideas, examination of issues (and not just themes), and reasoned argument based on ideas (rather than personal experiences) are very important in this class. It is expected that you will have a clear thesis statement in your introduction and then develop your argument persuasively, using passages from the texts to back up your views. In short, your paper will be evaluated with respect to form (writing) and content (ideas).

Here are the criteria I will be using to grade your papers:

- A. Excellent. The paper is well written and organized, is interesting and a pleasure to read. It is free of any grammatical errors. It provides a clear thesis and convincing proof of that thesis, using passages from the texts to support it. It goes beyond the arguments discussed in class and may show some originality in the thesis or its development.
- B. Good. It offers a satisfactory proof of a thesis. The writing and organization are clear. The paper may have a few problems in writing, organization, development of the argument, or some misprints. Basically it is an A paper with some problems.

- C. Satisfactory. This paper will have more of the above errors such as lack of clear thesis, difficulty in its development, or a flaw in the organization, logic, or writing. It may, for instance, lack logical transitions between paragraphs; or paragraphs may contain ideas not really connected to one another. Typically a C paper summarizes texts or positions without analyzing them.
- D. Poor. This paper may contain many of the above flaws: no thesis, poor writing, many grammatical errors; lack of clarity, problems in organization, little evidence and so on. It is difficult to read.
- E. Unsatisfactory. This paper contains an unacceptable number of flaws.

Please keep in mind that one of the most common flaws in undergraduate papers is the absence of a clear thesis statement. It is important for you to outline in the introduction your argument (i.e. your position) and explain how you will develop it.

**CS525 NEW RELIGIOUS MOVEMENTS IN A GLOBAL CONTEXT:
RELIGION AND VIOLENCE
SPRING 2006**

Monday/Wednesday 9:30-11:18

Professor Erzen

433 Hagerty Hall

Email: erzen.2@osu.edu

Office hours: Tuesday 2-3pm

Course Description:

Why are religious movements so often a force for violence as well as peace? How are gender and racial relations implicated in religious violence? How have people advocated for and participated in religious violence? How have they resisted such violence? This course will examine several global religious movements in order to address these questions. We first analyze different ways of defining and classifying religious violence. Then, we turn to case studies on conservative Christianity, foreign policy, and war; genocide in Rwanda and Darfur; the Taliban and Wahhabism; women's rights in Afghanistan; veiling and the role of Islam in Iran; and Hindu nationalism. The course concludes with examples of responses to religious violence. Throughout the quarter, we will explore key issues within the study of religion such as fundamentalism, millenarianism, conversion, religious warfare, colonialism, and post-colonialism.

Readings:

Mark Juergensmeyer, *Terror in the Mind of God: The Global Rise of Religious Violence*

Ahmed Rashid, *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia*

Marjane Satrapi, *Persepolis: The Story of a Childhood*

(available at SBX Book Store 1806 North High St., Phone: (614) 291-9528 and on reserve at the Main Library)

The packet of articles is available for purchase from Zip Copy at SBX bookstore.

Assignments:

The assignments for this course include: six media analyses, one take-home midterm, and a final paper project on an issue of religious violence.

Six Media Analyses:

A portion of the course will consist of media analyses and reports of contemporary religious movements and the issue of violence. The purpose of this assignment is to encourage students to read a variety of news sources on religion, to help students learn to analyze the media, and to enable students to connect the course material to the world outside the classroom.

We will have six meetings during the quarter in which to discuss your analyses. For these meetings, you should have on hand:

1. a hard copy of a current article about some issue related to religious violence

2. a hard copy of an analytical paper that you have written about the article
3. the text of the readings assigned for that class meeting

The articles you select must be current although they may reflect issues of religious violence either past or present. Articles may be culled from newspapers, magazines, or other online sources as long as they are dated and represent current material. You will turn in these articles and analytical papers at the end of the class meeting.

You must choose at least 4 different sources for your articles.

Only two of your articles can be arts or entertainment related.

One of your articles may be a political cartoon, comic, or otherwise.

Each analytical paper should be between 450-500 words- absolutely no longer or shorter.

Include a word count at the end of your paper.

In writing the analytical papers, do not summarize the article. The paper should analyze the article, commenting on it in a way that goes beyond the article, and relates it to issues we have discussed in class. Discuss what the article is doing and how it pertains to the debates in class. Things to consider: who is the intended audience of this article? What is their agenda in writing it? What kind of intervention (political, social, cultural) does the article make?

Take-home Midterm: I will distribute the midterm questions one week prior to the midterm due date of April 26th.

Final Paper: Students will complete a final 8-10-page paper that reflects the theme of religious movements and violence. You may use your media analyses as a basis for the paper.

Attendance and Participation:

We are extremely fortunate to have two well-known speakers coming to campus this quarter who will address issues directly related to the course. Melani McAllister will talk about evangelical Christians and foreign policy. Paul Rusesabagina, the subject of the film *Hôtel Rwanda*, will relate his experiences in Rwanda during the genocide. I have made these talks required. You may also use them as make-ups for classes you have missed. If your attendance record is already solid, you will receive extra credit for your final grade for attending these events.

I expect students to be active participants in their educations. This means that each student should come to class having carefully read the assigned readings and be prepared to discuss them. Because knowing how to articulate your ideas is a crucial part of the learning process, you will be expected, as a member of the seminar, to contribute your own unique perspective to our discussions.

The real action of our seminar takes place in the classroom. Therefore, it is important and expected that you will be at every class session. Inevitably, an occasion may arise when you are unable to attend. Out of fairness to your classmates who do attend every

class, chronic lateness and/or more than one unexcused absence will detract from your participation grade. To make up for a missed class, you may turn in a 1-page, single-spaced précis summarizing the reading for the class you missed. Finally, if you have any special needs or concerns with this course, please feel free to talk with me in person.

Grading:

Attentive presence and participation in discussion: 20%

Six Media Analyses: 30%

Take-home Mid-term Exam: 25%

Final Paper (8-10 pages) and Final Paper Presentation: 25%

My computer crashed, and my grandma ate my homework...

All essays should be written in 12-point, double-spaced type, with standard margins, and pages numbered and stapled. I will not accept a paper that is not stapled. *All written work should be thoroughly proofread.* There are no extensions, and all assignments are marked down one-third of a letter grade for every late day. **After 3 days, if you have not turned in your paper, you will automatically receive a "0" for that paper. No exceptions.**

Student Conferences and E-mail Communication: Please stop by office hours or schedule an appointment if necessary. You are also welcome to email me with questions related to the course. However, do not send any information or requests in an email that you would not discuss with me in person. I will not answer any email I deem inappropriate.

Student Rights and Conduct

Any student with a documented disability who may require special accommodations should identify him or herself to the instructor as early in the quarter as possible to receive effective and timely accommodations. You may also wish to contact the Office for Disability Services (150 Pomerene Hall, 292-3307).

Students are expected to know and understand the rules regarding academic misconduct, particularly the rules regarding plagiarism, as stated in the University's Code of Student Conduct. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of plagiarism will be treated very seriously according to the University's guidelines.

*** Readings in Packet**

COURSE SCHEDULE:

Monday March 27

Introduction to the course

Read "Defenders of the Faith" in class

SECTION I: Understanding Religion and Violence

Wednesday March 29

- *Sally Bachner, "The Wrong Victims: Terrorism, Trauma, and Symbolic Violence"
- *Meredeth Turshen, "Definitions and Injuries of Violence"
- *Janet Jakobsen, "Is Secularism Less Violent than Religion?"

Monday April 3

Juergensmeyer, *Terror in the Mind of God*, pp. 1-15, 121-189

Wednesday April 5

Juergensmeyer, *Terror in the Mind of God*, pp. 190-249

ANALYTIC PAPER 1 DUE

SECTION II: Christianity, War, and Foreign Policy

Monday April 10: Prophecy and Foreign Policy

- *Melani McAllister "Making Israel Matter: Hal Lindsey and the Politics of Prophecy Talk"
- *Erin Runions, "Biblical Promise and Threat in U.S. Imperialist Rhetoric before and After 9/11"
- *Paul Boyer, "When U.S. Foreign Policy Meets Biblical Prophecy"

REQUIRED: 4PM: Melani McAllister "The Global Visions of American Evangelicals" Humanities Institute, 104 East 15th Avenue

Wednesday April 12: Class Debate: Religious Perspectives on the Iraq War

- *Melani McAllister, "An Empire of their Own"
- *Charles Marsh "Wayward Christian Soldiers"

Read Online:

"What Would Jesus Do about War with Iraq?"

<http://www.biblebb.com/files/MAC/mac-1kl2.htm>

"Theologians slam Bush's use of God to justify war in Iraq"

http://maroon.uchicago.edu/news/articles/2004/10/31/theologians_slam_bush.php

"A just war?"

http://www.boston.com/news/packages/iraq/globe_stories/100602_justwar.htm

ANALYTIC PAPER 2 DUE

Film: *Left Behind*

SECTION III: Religion, Genocide, and Ethnic Violence

Monday April 17: Defining Genocide

- *Samantha Powers, "The Crime without a Name", "The Crime with a Name" from *A Problem from Hell: America and the Age of Genocide*
- *Philip Gourevitch, "After the Genocide"

Wednesday April 19: Religion and Genocide in Rwanda

- *Tim Longman, "Christian Churches and Genocide in Rwanda"
- *Charles de Lespinay, "The Churches and the Genocide in the East African Great Lakes Region"

ANALYTIC PAPER 3 DUE

*******MIDTERM DISTRIBUTED*******

Film: *Hotel Rwanda*

Monday April 24: Reparations and Justice

- *Philip Gourevitch, "The Return"
- *Samantha Powers, "Rwanda: The Two Faces of Justice"
- *Tim Morgan, "Healing Genocide"

Film: *Finish Hotel Rwanda*

Wednesday April 26: Current Responses to Genocide in Darfur

- *Samantha Powers, "Dying in Darfur"
 - *Samantha Powers, "It's Not Enough to Call it Genocide"
- Read the history section at www.savedarfur.org

*******MIDTERM DUE*******

REQUIRED LECTURE: Paul Rusesabagina, 7:30 p.m Ohio Union Ballroom
sponsored by OSU Hillel

SECTION IV: Fundamentalism, Religion, and Violence

Monday May 1: Defining fundamentalism

- John S. Hawley, "Introduction" *Gender and Fundamentalism*
- Susan D. Rose, "Christian Fundamentalism: Patriarchy, Sexuality and Human Rights"

Wednesday May 3: Case Study: Wahhabism and the Taliban

Ahmed Rashid, *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia* pp.
ANALYTIC PAPER 4 DUE

Film: *Osama*

Monday May 8: Case Study: The Taliban continued

Ahmed Rashid, *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia* pp.

*******FINAL PROJECT PROPOSAL DUE*******

SECTION V: Why are Gender and Sexuality so Often the Focus of Politicized Religion?

Wednesday May 10: Afghan Women Respond to Violence

*Sima Wali, "Afghanistan: Truth and Mythology" in *Women for Afghan Women: Shattering Myths and Claiming the Future*

*Riffat Hassan, "Muslim Women's Rights" in *Women for Afghan Women: Shattering Myths and Claiming the Future*

ANALYTIC PAPER 5 DUE

Monday May 15: Case Study: Veiling

*Homa Hoodfar, "The Veil in their Minds and on our Heads: Veiling Practices and Muslim Women"

Film: *A Veiled Revolution*

Wednesday May 17: Women in Iran

Marjane Satrapi, *Persepolis*

ANALYTIC PAPER 6 DUE

SECTION VI: Responding to Religious Violence

Monday May 22: Gujarat and Hindu Nationalism

*Paola Bacchetta, "Extraordinary Alliances in Crisis Situations: Women against Hindu Nationalism in India"

*Anupama Rao, "Testifying to Violence: Gujarat as a State of Exception"

Wednesday May 24: New Perspectives

*Azar Nafisi, "Tales of Subversion: Women Challenging Fundamentalism in the Islamic Republic of Iran"

*Ghazala Anwar, "Reclaiming Religious Center from a Muslim Perspective: Theological Alternatives to Religious Fundamentalism"

FINAL PAPER PRESENTATIONS

Monday May 29- MEMORIAL DAY

Wednesday May 31: Topic of your choice and FINAL PAPER PRESENTATIONS

Martin Luther King's "I Have a Dream"

Gandhi's Commentary on the *Baghavad Gita*

Malcolm X: *On the Hajj: From the Autobiography of Malcolm X*

Starting Places for Media Sources on Religion:

The Revealer: www.therevealer.org: A daily review of religion in the news and the news about religion. We're not so much nonpartisan as polypartisan -- interested in all sides, disdainful of dualistic arguments, and enamored of free speech as a first principle. We publish and link to work by people of all persuasions, religious, political, sexual, and critical.

<http://www.therevealer.org/links.php>

The Revealer's links page links to media sources by religious tradition.

INCORE Guide to Internet sources on Religion and Conflict:

<http://www.incore.ulst.ac.uk/services/cds/themes/religion.html>

Responding to Violence:

<http://www.barnard.columbia.edu/crow/respondingtoviolence/colloquium.htm>

The New York Times: www.nytimes.com

Belief Net: www.beliefnet.org

Salon: <http://www.salon.com/>

The Progressive: <http://www.progressive.org/>

The BBC: <http://www.bbc.co.uk/>

Newsweek: <http://www.msnbc.msn.com/id/3032542/site/newsweek/>

Time Magazine: <http://www.time.com>

Bartholomew's Notes on Religion looks at "religion in the news" from a perspective that's not so much liberal as relentlessly skeptical of absurdity, and intrigued by belief.

B-Log is the blog of Beliefnet. The site varies greatly in depth and quality, but they've got sharp folks on staff who all contribute to the blog, sort of a running tally of oddities and educational features about religion.

Casing the Promised Land offers an intelligent roundup of religion news from a center-left perspective.

Christianity Today's blog is a superb resource, regardless of your faith or lack thereof. Regular blogger Ted Olson roams far and wide and has the wisdom to bring back more than just the controversy of the day.

DeepBlog: Not a God beat blog itself, but a good directory to the blogosphere with a growing list of "Spiritual Blogs."

Ireland, a sharply written politics and media blog by journalist Doug Ireland, occasionally runs a "theocracy watch" column.

The Foundation for American Communications offers a terrific array of resources for all journalists, and its Religion and Public Life Program is especially useful for God beat reporters.

Get Religion is a pun -- get it? But then again, it's not. Its creators, veteran religion reporters Douglas LeBlanc and Terry Mattingly, consider smart, critical thinking about the news and the way religion often doesn't get to be the best witness of their Christian faith. Recommended for believers and nonbelievers alike.

God and Consequences offers religion commentary by sci-fi writer Lilith Saintcrow.

Jak's View from Vancouver includes the occasional comment on religion, including a 10,000-word essay on "The American Taliban."

Jesus Politics is a thorough anthology of readings, with some commentary, related to the political influence of Christianity from the Christian Right to the Jesus Left.

LattinWrite is a new blog by *The San Francisco Chronicle's* star religion writer, Don Lattin, author of *Following Our Bliss*.

On Religion is an excellent newscipping service -- terrific links to the hot topic of the moment and good finds from the lesser-known press.

OpEdNews's Religion and Politics page publishes a fine collection of original, politically progressive religion essays as well as links to other noteworthy religion articles.

The Raving Atheist, "An Atheistic Examination of the Culture of Belief [on] How Religious Devotion Trivializes American Law and Politics," is an intensely intelligent, often funny, and all around well-made blog that's good enough for true believers as well as godless folk.

Relapsed Catholic is a fierce godblog without mercy for liberals or unbelievers, by Kathy Shaidle, a Canadian journalist and poet with a sharp eye for the absurd and compelling.

Religion and Ethics Newsweekly is the website of PBS' high-minded, thoughtfully-produced program. Looking for background on a contemporary religious thinker, a movement, or a conflict? Odds are you'll find good information and smart thinking here.

Religion Blogs -- "A compilation of religion blogs." Short comments on other people's commentary. A good guide to what the GodBeat is busy with.

Religion in the News only comes out three times a year. But that's good, because it means you have plenty of time to absorb everything in each issue. Essential reading for students of the God beat and the journalists who work it.

Religion NewsBlog is a Christian site that rounds up reports on "religious cults, sects, new religious movements, alternative religions, apologetics-, anticult-, and countercult organizations, doctrines, religious practices and world views." Plus, apparently, Roseanne.

Religion Review is big and somewhat unimaginative, but it's a good starting point for research.

The Religion Newswriters Association maintains an excellent site that includes ReligionLink, a

guide to understanding religion in the news. Free for non-members.

Religion & Society: Perceptive and thoughtful blog on religion, society and culture from scholar J. Shawn Landres, who has written on "American Religious Consequences" and "Religious Ethnography."

Religion Source provides referrals to over 5,000 religion scholars. Unfortunately, you must be a journalist to take advantage of this resource, which means no bloggers need apply. Just so you know.

The Village Gate, formerly *The Right Christians* (not the Christian Right). Liberal Christian views on religion in the news of the day.

Speaking of Faith is a weekly public radio program that asks "how perspectives of faith might offer illumination." That's a polite way of saying that host Krista Tippet takes religion and its role in the world seriously. Smart guests, smart questions.

The Turnspit Daily: Politics, Religion and their Confluence. A progressive, culti- politico-religio- blog with a name explanation that deserves to be quoted at length: "The word 'turnspit' is a noun meaning: 'One that turns a roasting spit.' It is often used in reference to a small dog; that, during the mid-19th century, was placed in a treadmill to turn a roasting spit. For large households and manors, turning a spit could be tedious work, so they handed that job down to these small dogs. Below is a picture of 'Whiskey' the last remaining specimen of a turnspit dog. He is stuffed and kept on display. The breed died out some years ago. One could think of The Turnspit Daily as an attempt to place its subject matter on the skewer where we are the turnspit." Worth checking.

THE CITY AND CULTURE
Winter 2002
Comparative Studies 531/International Studies 531
Tuesdays and Thursdays, 1.30-3.18
Dr. Smriti Srinivas

Office: 330 Dulles Hall, Division of Comparative Studies
E-mail: srinivas.2@osu.edu
Phone: 614-292-0389
Office Hours: Tuesdays and Thursdays, 12.00-1.00 PM

Course Description: Economic, political and cultural shifts have altered the ways in which we understand the boundaries of the city, the region, the nation, and transnational circuits. In contemporary cities, these processes create a complex sense of public space and community and define the ways we understand urban culture.

This course explores themes related to the city and culture through theoretical perspectives from cultural studies, postcolonial studies, area studies, religious studies, sociology and anthropology. Topics include an understanding of the role of the city in history and theory; the place of architectural, cultural and technological practices in defining the city; and religion, media and urban sites. We will look at a variety of places, including Bangalore, Beijing, Istanbul, Lahore, Los Angeles and New York. Students will be expected to generate their own projects on specific cities of their choice.

Objectives: The goal of this course is to analyze the city as a crucial site for studying identity, cultural memory, citizenship, consumerism, public space and globalization. Like other courses in Comparative Studies, it brings together multidisciplinary perspectives in order to help you to achieve greater understanding of urban diversity throughout the world. Through group discussions and written and oral assignments, you will enhance your ability to perform sophisticated analyses of urban affairs.

Requirements: The requirements include two papers and one presentation.

- Paper 1 (5 typed pages, double-spaced), accounting for 25% of the final grade, due in Week 4.
- Paper 2 (5 typed pages, double-spaced), accounting for 25% of the final grade, due in Week 8.
- A presentation based on student research on a theme discussed in advance with the instructor, due in Week 9 and 10. You will present the main issues of the research to the class in one of these two weeks. The oral presentation accounts for 40% of the final grade. An outline at the end of this syllabus indicates how this presentation should be structured.

- Class participation accounts for 10% of the final grade. You will be expected to participate in group activities and generate responses to the films we will view.

Although there will be some lecture components, class meetings will focus on the analysis and discussion of assigned readings and films. It is essential that you review the texts for the weekly meetings, prepare for the class, and raise questions and issues for discussion. The instructor reserves the right to lower the grade of any student who misses more than two classes (5% of the grade for every class missed after two classes).

Texts: The following books, required for the course, are available in the SBX bookstore.

Jan Lin, *Reconstructing Chinatown: Ethnic Enclave, Global Change*. Minneapolis: University of Minnesota Press, 1998.

Robert Orsi ed., *Gods of the City: Religion and the American Urban Landscape*. Bloomington/Indianapolis: Indiana University Press, 1999.

Caglar Keyder, *Istanbul: Between the Global and the Local*. Rowman and Littlefield Publishing, 1999.

Michael Sorkin ed. *Variations on a Theme Park: The New American City and the End of Public Space*. New York: Hill and Wang, 1992.

Additional articles (marked *) are photocopies, available from Copeez in Tuttle Place.

Week 1: Introduction

January 8: Introduction

January 10: Robert Orsi ed. *Gods of the City: Religion and the American Urban Landscape*. Bloomington/Indianapolis: Indiana University Press, 1999: Introduction, Chapter 1.

Week 2: Ethnic City

January 15: Robert Orsi ed. *Gods of the City: Religion and the American Urban Landscape*. Bloomington/Indianapolis: Indiana University Press, 1999: Chapters 2, 3, 4, 7.

January 17: Jan Lin, *Reconstructing Chinatown: Ethnic Enclave, Global Change*. Minneapolis: University of Minnesota Press, 1998: pp. 1-54

Week 3: Centers and Margins

January 22: Jan Lin, *Reconstructing Chinatown: Ethnic Enclave, Global Change*. Minneapolis: University of Minnesota Press, 1998: pp. 57-146.

January 24: Jan Lin, *Reconstructing Chinatown: Ethnic Enclave, Global Change*. Minneapolis: University of Minnesota Press, 1998: pp.147-205.

Week 4: Divided City

January 29: *Earth* directed by Deepa Mehta.

URLs about the movie, background to the partition of India, and the novel by Bapsi Sidhwa on which the film is based:

World Socialist Web Site: <http://www.wsws.org/articles/1999/aug1999/meh-a06.shtml>

Zeitgeist Films: <http://www.zeitgeistfilm.com/current/earth/earthstory.html>

The Partition of India: <http://www.emory.edu/ENGLISH/Bahri/Part.html>

Partition of India: <http://www.boloji.com/perspective/partition.htm>

India and Pakistan Map:

<http://www.wwnorton.com/nael/nto/20thC/postcolonial/imindiapakmap.htm>

Voices from the Gaps: <http://voices.cla.umn.edu/authors/bapsisidhwa.html>

January 31: * Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*. Durham: Duke University Press, 2000: 3-51.

Class discussion about the movie.

PAPER 1 DUE IN CLASS

Week 5: The Global City

February 5: Caglar Keyder, *Istanbul: Between the Global and the Local*. Rowman and Littlefield Publishing, 1999.

February 7: Caglar Keyder, *Istanbul: Between the Global and the Local*. Rowman and Littlefield Publishing, 1999.

Week 6: The City and Spectacle: Stadiums, Dance Halls, Catwalks and Streets

February 12: Guest lecture on Bangalore and the Indian National Games by Dr James Heitzman, Georgia State University.

February 14: * Les Back, "Nazism and the Call of the Jitterbug." In Helen Thomas ed. *Dance in the City*. New York: St. Martin's Press, 1997: 175-197.

* Susan Brownwell, "Making Dream Bodies in Beijing: Athletes, Fashion Models and Urban Mystique in China." In Nancy N. Chen, Constance D. Clark, Suzanne Z. Gottschang and Lyn Jeffrey eds. *China Urban: Ethnographies of Contemporary Culture*. Durham/London: Duke University Press, 2001: 123-142.

Robert Orsi ed. *Gods of the City: Religion and the American Urban Landscape*. Bloomington/Indianapolis: Indiana University Press, 1999: Chapters 6, 8, 9.

Week 7: City as Theme Park

February 19: Michael Sorkin ed. *Variations on a Theme Park: The New American City and the End of Public Space*. New York: Hill and Wang, 1992.

February 21: Michael Sorkin ed. *Variations on a Theme Park: The New American City and the End of Public Space*. New York: Hill and Wang, 1992.

Week 8: Media and the Metropolis

February 26: No Class

February 28: * Allen J. Scott, *The Cultural Economy of Cities: Essays on the Geography of Image-Producing Industries*. London/Thousand Oaks/New Delhi: Sage Publications, 2000: 113-128.

* Gary W. McDonogh and Cindy Hing-Yuk Wong, "The Mediated Metropolis: Anthropological Issues in Cities and Mass Communication." *American Anthropologist*. Vol. 103, No. 1, March 2001: 96-111.

PAPER 2 DUE IN CLASS

Week 9: Research and Analysis Week

March 5: Student presentations

March 7: Student presentations

Week 10: Research and Analysis Week

March 12: Student presentations

March 14: Student presentations

Outline for Student Presentation

1. Each presentation must focus on one of the themes discussed in the course: religion and the city; ethnicity and the city; centers and margins within the city; divided cities; globalization and the city; the city and spectacle/public spaces; media and the city.
2. The presentation must deal in depth with one city of the student's choice.
3. The presentation must include the following:
 - A description of the city's location with two maps: one map showing its regional location and one map showing its areas and suburbs;
 - A brief history and chief events in its political and economic existence; you may use a timeline to show these events;
 - A section that describes the social composition of the city today and its economic structure.
4. This should be followed by a discussion of your main theme. You may use maps, pictures, photographs, newspaper articles, and so on to supplement your discussion.
5. The presentation should have a bibliography with references written in a standard style. The bibliography must include at least two books and one article; in addition you may include sites from the World Wide Web, but the presentation cannot be based solely on them.
6. You will distribute to the class an outline that includes the maps, the historical timeline, a brief description of the social and economic structure; and references.

Remember that while the presentation is an oral one and you will not need to hand in a paper to the instructor, the full grade will be based on a coherent and well-structured report to the class including the brief outline.

**Comparative Studies 597.01
Summer 2005**

Instructor: Alana Kumbier
Mail: Hagerty Hall 451
Office: Hagerty Hall 476
Office Hours: 12p.m. - 1p.m. M/W
Email: Use WebCT email
Phone: 292-2559

Global Studies of Science and Technology

Purpose of the Course

The purpose of this course is to familiarize students with some of the major issues and theories we encounter when studying technoscience in transnational or global contexts. While scholars have theorized technoscience using a number of approaches (including cultural studies, rhetorical, literary, historical, and philosophical approaches), this course focuses on ethnographic approaches. Ethnographic approaches are useful to our investigation because they "ground" science by embedding it in specific historical, social, cultural, political, economic, and geographic contexts and power relations. The texts we will read are attentive to the material (real) effects of technoscientific projects, and help us interrogate complicated processes of knowledge production, political and social articulation, identification, advocacy, translation, and boundary management. As we engage the ethnographic texts that constitute the course reading, we will collaboratively explore these texts' terms, arguments, methods, and points of resonance.

What I expect of class members:

- ★ Engaged participation (speaking *and* listening) in class discussion
- ★ Employment of critical thinking skills and a willingness to interrogate familiar ideas, terms, and practices. We will develop these skills in reading, writing and discussion.
- ★ Thoughtful reading and consideration of course texts and authors' arguments
- ★ Collegial attitude
- ★ Presence in class (with cellphones, personal videogame & mp3 players turned off, newspapers set aside).

What I do not expect of class members:

- ★ Certainty before speaking
- ★ Mastery of texts
- ★ Competitive attitude
- ★ Passive consumption of others' contributions
- ★ Agreement with ideas or positions represented in course texts and discussions

Course Requirements

Participation (includes attendance, weekly in-class writing responses, and participation in class discussion): 25%

For the purpose of this class, participation is defined as the practice of making productive, relevant contributions to class discussion *while also* listening to and respecting the contributions of others. Talking a lot without engaging with the readings will not raise your participation grade; demonstrating your engagement with course texts and issues, with your fellow classmates, and practicing attentive listening to others will result in a strong participation grade.

In order to participate meaningfully in class discussion, you will need to complete the reading(s) for each class *before* coming to class. Expect the readings to challenge you. Many of the essays and books we will read are written for academic audiences, and will use terminology with which you may be unfamiliar. I expect you

to notify me or raise questions in class if there are aspects of the reading that you do not understand. I will evaluate your engagement with the course texts through your participation in discussion and your in-class writing responses.

Because participation is integral to the success of our class, attendance is mandatory. For the purpose of this class, "attendance" means coming to class on time and remaining in class for the duration of the class meeting. You are allowed two unexcused absences (no questions asked). After that, each unexcused absence will result in the deduction of 5 points from your final grade.

WebCT Discussion Posts: 2 Initiating posts & 2 Responding posts: 20% Total

At the start of the quarter, you will sign up for two dates on which you will post your response to the reading(s) assigned for the day to the WebCT discussion boards the night before the class meets. You will also be responsible for responding to a post from another classmate about the same reading(s) after the class. The weeks you post on WebCT, you will be excused from completing the weekly in-class writing response. I may ask you to summarize your initiating and/or responding posts in class as a part of our class discussion.

Group facilitation of discussion: Facilitation: 15% & Self-Evaluation: 5% = 20%

Once during the quarter, you will work with a small group to facilitate discussion about the readings assigned for the day. Your group will be responsible for presenting a brief oral synthesis of the assigned text(s). You will also be responsible for developing discussion questions to pose to the class, or for developing a collaborative learning activity for the class. Your group will be evaluated based upon the following criteria: your preparedness; evidence of your collaboration; the significance of your discussion to the course; the evaluation of your presentation by your peers; and a (brief) self-evaluation.

Critical paper, 5 – 6 pages (final): Proposal: 10% & Paper: 25% = 35%

In lieu of a final exam, I am asking you to write a short critical paper. Your paper can be an analysis of a theme, a concept or a key term that you trace across a few course texts; or your paper might pose and respond to a question you ask of a few texts (or of the course). You will turn in a proposal two weeks before the paper is due, so that I can evaluate your plan for the paper before you begin writing.

Accommodations

If you need accommodations based on the impact of an impairment or disability, please contact me privately as soon as possible. I will be happy to work with the office of Disability Services to coordinate accommodations for students with documented disabilities. If you want to contact the office of Disability Services, you can visit 150 Pomerene Hall or call 292-3307.

Academic Misconduct

Plagiarism is the representation of another's works or ideas as one's own, and/or the undocumented, unacknowledged use of quoted or paraphrased work by another person. In accordance with university policy, all cases of suspected plagiarism will be reported to the Committee on Academic Misconduct.

Course Texts (available at SBX; texts with an asterisk* are also available via 2-hour closed reserve at the Main Library. You might also check the OhioLINK catalog and the Columbus Metropolitan Library catalog for copies of these texts).

*Biagioli, Mario, ed. *The Science Studies Reader*. New York: Routledge, 1999.

Dumit, Joseph. *Picturing Personhood: Brain Scans and Biomedical Identity*. Princeton, NJ: Princeton UP, 2004.

- *Gusterson, Hugh. *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*. Berkeley: University of California Press, 1996.
- *Hayden, Cori. *When Nature Goes Public: The Making and Unmaking of Bioprospecting in Mexico*. Princeton, NJ: Princeton UP, 2003.
- *Lock, Margaret. *Twice Dead: Organ Transplants and the Reinvention of Death*. Berkeley: University of California Press, 2001.
- *Petryna, Adriana. *Life Exposed: Biological Citizens after Chernobyl*. Princeton, NJ: Princeton UP, 2002.

Course Outline

6.20 M: Introductions

Situating Scientific Knowledges and Practices

6.22 W: Shapin, "The House of Experiment in Seventeenth-Century England" *The Science Studies Reader* (SSR)

6.27 M: Callon, "Some Elements of a Sociology of Translation: Domestication of the Scallops and the Fishermen of St. Brieuc Bay" (SSR)

Star & Griesemer, "Institutional Ecology, 'Translation,' and Boundary Objects: Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39" (SSR)

6.29 W: Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective" (SSR)

7.4 M: Holiday - No class

Scientists in the Making

7.6 W: Group 1 Facilitates
Trawick, "Pilgrim's Progress: Male Tales Told during a Life in Physics" (SSR)

Gusterson, Chapter 3

7.11 M: Gusterson, Chapters 4 - 6

Becoming Bio-Citizens

7.13 W: Group 2 Facilitates
Petryna, Chapter 1

Rabinow, "Artificiality and Enlightenment: From Sociobiology to Biosociality" (SSR), 407 - 413 only

7.18 M: Petryna, Chapters 4 - 5

7.20 W: Group 3 Facilitates
Petryna, Chapter 6

- Articulation, Translation and Expertise**
- 7.25 M: Choy, "Articulated Knowledges: Environmental Forms after Universality's Demise" (PDF available on WebCT)
- When Nature Goes Public**
- 7.27 W: Hayden, Introduction & Chapter 1
- 8.1 M: Group 4 Facilitates
Hayden, Chapters 3 - 4
- 8.3 W: Group 5 Facilitates
Hayden, Chapters 6 - 8
- Technoscientific Imaging & Identity Practices**
- 8.8 M: Group 6 Facilitates
Dumit, Chapters 1 - 4
- 8.10 W: Group 7 Facilitates
Dumit, Chapters 5 - 6
- 8.12 F: Final paper proposal due in my mailbox, Hagerty Hall 451, by 4 p.m.
- Complicating the Life/Death Divide**
- 8.15 M: Group 8 Facilitates
Lock, Pages 1 - 102
- 8.17 W: Lock, Pages 103 - 207
- 8.22 M: Lock, Pages 208 - 287
- Final: Critical paper due Wednesday, 8.24.05, in my mailbox (Hagerty Hall 451), by 4 p.m. Papers will not be accepted via email or WebCT.

REVISED June 28, 2006

Summer 2006 • CS 597.02

Global Culture

Prof. Timothy Choy

Tuesdays and Thursdays, 1:30-3:18PM, University Hall 0038

Office Hours: Tuesdays, 3:30-5:00, 428 Hagerty Hall

Phone: 688-0121 • no email please (see below)

Course description

Why all the fuss about "globalization?" What do we mean when we say something is global anyway? That the world is interconnected? That it's shrinking? That corporations are taking over the world? What makes the world global? Technology? Travel? Circulating ideas? Money? To invoke the global today is almost to say nothing; the word encompasses any number of meanings, but without getting specific the word doesn't capture much. Similarly, the idea of culture has become taken for granted and is used widely, but in a way that has evacuated it of real meaning. What does it mean to invoke the concept of culture in the face of developments that are considered global in nature? Is culture destroyed in global encounters, or is it made? How do we evaluate different cultural values when they conflict? What is culture, anyway? What isn't?

In this course, we won't answer such questions directly; in fact, we'll find that the answers to such questions always require close attention to the specific matters at hand. We will, however, introduce some tools for thinking about what globality and culture mean in the world today, why they're such hot topics, and how to evaluate the stakes of situations when they appear. We'll start with basics, by reviewing some working definitions of culture and globalization that social scientists have found useful, noting how and why various definitions differ from each other. How do various definitions highlight notions of human commonality or difference? How do they account for relations of power and inequality? What are ethics or politics in global contexts? We'll then examine several case studies to illuminate the real-world stakes of getting clear about what terms like "globalization" and "culture" can and cannot capture.

Course Requirements

1. **Attendance.** Your attendance, preparedness for class, and active participation in discussion are crucial to the course's success. Students with more than two unexcused absence, and/or who are consistently unprepared for class, will see these aspects of their performance prominently reflected in their letter grades.
2. **Keep up with the reading.** Our class discussions and my lectures will focus on specific arguments in the readings. It is imperative that you complete the readings for each week before class. There will be occasional pop quizzes; these quizzes will not be extremely challenging, but you are sure to do better on them if you've done the reading for the day.
3. **Active learning.** I will provide some orienting lectures during the quarter, but by and large, the real learning will take place when you engage the material actively — through discussion, through analyses done in take-home assignments, through questions you raise of me and each other. There will certainly be exams in this class, but you will be making a mistake if you approach this class with only an eye for what will be on the exams or if you approach our readings and discussions looking for the "right" answer to give to some imagined question. The goal of this course is to provide you some critical concepts and case examples with which to think about phenomena that people typically call instances of globalization, as well as to think about what is meant and what is at stake when the term 'culture' appears in our everyday lives. In other words, we are after tools for analysis, not ready-made pat answers about the state of the world. Our task in this course will be to try these tools out, to think about what they enable and what they foreclose in grasping the worlds around us. Exams will ask you to demonstrate an understanding of these tools and an ability to use these tools in written analysis; the best way to gain this ability is by practicing. Our class sessions are designed to give you the chance to practice.

4. **Participation – informed speaking and listening.** The success of the course thus hinges on your participation. That said, talking does not necessarily mean that one is participating. Engagement requires thoughtful speaking and *listening*. Your comments should also reflect a solid engagement with our readings. Those of you who are very comfortable speaking in class: be sure to monitor how much "air-time" you take up and be attentive to whether you're fostering an environment conducive to everyone's participation. Listen attentively and respectfully to your colleagues. Some of your participation will include in-class writing.

5. **Requirements.** There will be three Assignments and two in-class Exams (one midterm, one final). Assignments and Exams will cover material from the readings and from class. You will also be asked occasionally to write up responses or questions concerning the readings and films.

Evaluation

Students' final evaluation will be based on the quality of written and oral work.

15% - Active learning and informed participation
5% - Assignment #1
15% - Assignment #2
15% - Assignment #3
25% - Midterm
25% - Final

Accommodation

For you: Any students who feel they may need an accommodation based on the impact of a disability should contact me privately in the first or second week of class to discuss their specific needs. I rely on the assistance of the Disability Services office in making accommodations for students with documented disabilities, so please contact the office for Disability Services at 614-292-3307 in room 150 Pomerene Hall if you wish me to coordinate reasonable accommodations.

For me: I have severe computer-related repetitive stress injuries in my hands and arms, so I regret I am unable to use email for class purposes. Please do not send me email unless I specifically ask you to do so. I am happy to speak with you before or after class or during office hours.

Academic misconduct

Plagiarism is the representation of another's works or ideas as one's own. This includes not only the unacknowledged word for word use and/or paraphrasing of another person's work, but also the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Books and Course Packet

A Small Place, by Jamaica Kincaid
Twice Dead, by Margaret Lock

Both books and the required course packet can be purchased at SBX.

Schedule

READINGS MUST BE COMPLETED BEFORE THE CLASS PERIOD.

® denotes that reading is found in Course Packet.

Week	Date	Topic	Readings/Assignments Due
Wk 1	Tue, 6/20	Intro	
	Thu, 6/22	Unit 1: What is the "culture" of "global culture?"	<p>® Miner, Horace. "Body Ritual among the Nacirema." <u>American Anthropologist</u>.</p> <p>Due: Assignment #1</p>
Wk 2	Tue, 6/27	Culture, Part 2: Universal or particular?	<p>Geertz, Clifford. "The Impact of the Concept of Culture on the Concept of Man" in <i>The Interpretation of Culture</i>. Basic Books, 1973. (handout)</p> <p>Part 1 of [Safe]</p>
	Thu, 6/29	Culture, Part 3: Knowledge.	<p>® Dumit, Joseph. "Is It Me or My Brain? Depression and Neuroscientific Facts." <u>Journal of Medical Humanities</u> 24, no. 1 (2002): 35-47.</p> <p>Part 2 of [Safe]</p>
Wk 3	Tue, 7/4	HOLIDAY	HOLIDAY
	Thu, 7/6	Unit 2: What is the "global" of "global culture?"	<p>First half of Jamaica Kincaid's book, <u>A Small Place</u>. (about 40 pages)</p> <p>Pop quiz...</p>
Wk 4	Tue, 7/11	Global, Part 2: Debt, tourism	<p>Kincaid, Jamaica. <u>A Small Place</u>. 1st ed. New York: Farrar, Straus, Giroux, 1988. second half of book (about 40 pages)</p> <p>In-class screening of <i>Life and Debt</i></p>
	Thu, 7/13	Global, Part 3: McWorld?	<p>Due: Take-Home Midterm</p> <p>Finish <i>Life and Debt</i></p> <p>® Watson, James L. "McDonald's in Hong Kong: Consumerism, Dietary Change, and the Rise of a Children's Culture." In <u>Golden Arches East: McDonald's in East Asia</u>, edited by James Watson, 77-109. Stanford: Stanford University Press, 1997.</p>
Wk 5	Tue, 7/18	Global, Part 4: Dubbing Culture	<p>® Boellstorff, Tom. "Dubbing Culture: Indonesian Gay and Lesbian Subjectivities and Ethnography in an Already Globalized World." <u>American Ethnologist</u> 30, no. 2 (2003): 225-42.</p>
	Thu, 7/20	Case Study: Thinking Globally about Life, Death, and Organs	<p>Lock, Margaret M. <u>Twice Dead: Organ Transplants and the Reinvention of Death</u>. Berkeley: University of California Press, 2002. (Selections tba)</p> <p>Due: Assignment #2</p>
Wk 6	Tue, 7/25	Life, Death, and Organs	<p>Lock, Margaret M. <u>Twice Dead: Organ Transplants and the Reinvention of Death</u>. Berkeley: University of California Press, 2002. (selections tba)</p>

Week	Date	Topic	Readings/Assignments Due
	Thu, 7/27	<i>Life, Death, and Organs</i>	<p>Lock, Margaret M. <u>Twice Dead : Organ Transplants and the Reinvention of Death</u>. Berkeley: University of California Press, 2002. (selections tba)</p> <p>® Scheper-Hughes, Nancy. "The Last Commodity: Post-Human Ethics and the Global Traffic in Fresh Organs." In <u>Global Assemblages : Technology, Politics, and Ethics as Anthropological Problems</u>, edited by Aihwa Ong and Stephen J. Collier, 145-68. Malden, MA: Blackwell Publishing, 2005.</p>
Wk 7	Tue, 8/1	Case Study: Indian Cricket Power and appropriation	<p>In-class screening of Part 1 of <i>Lagaan</i>.</p> <p>® Appadurai, Arjun. "Playing with Modernity: The Decolonization of Indian Cricket." In <u>Modernity at Large: Cultural Dimensions of Globalization</u>. Minneapolis: University of Minnesota Press, 1996.</p>
	Thu, 8/3		<p>In-class screening of Part 2 of <i>Lagaan</i></p> <p>® Majumdar, Boria. "Cultural Resistance and Sport: Politics, Leisure and Colonialism— <i>Lagaan</i> — Invoking Lost History.</p> <p>® Mannathukkaren, Nissim. "Subalterns, Cricket and the 'Nation': The Silences of <i>Lagaan</i>."</p> <p>Due: Assignment #3</p>
Wk 8	Tue, 8/8		<p>® Farred, Grant. "The Double Temporality of <i>Lagaan</i>: Cultural Struggle and Postcolonialism."</p>
	Thu, 8/10	Claims of Culture in Contexts of Encounter	<p>® Mitchell, Katharyne. "Transnational Subjects: Constituting the Cultural Citizen in the Era of Pacific Rim Capital." In <u>Ungrounded Empires : The Cultural Politics of Modern Chinese Transnationalism</u>, edited by Aihwa Ong and Donald Nonini, 228-56. New York: Routledge, 1997.</p>
Wk 9	Tue, 8/15		<p>® Martello, Marybeth Long. "Negotiating Global Nature and Local Culture: The Case of Makah Whaling." In <u>Earthly Politics : Local and Global in Environmental Governance</u>, edited by Sheila Jasanoff and Marybeth Long Martello. Cambridge, Mass.: MIT Press, 2004.</p> <p>® Sylvain, Renée. "Disorderly Development: Globalization and the Idea Of "Culture" In the Kalahari." <u>American Ethnologist</u> 32, no. 3 (2005): 354-70.</p>
	Thu, 8/17	Wrapping up	Due: Final Exam

Comparative Studies 651:
Topics in Comparative Studies
SPACE, PLACE, GLOBALITY

Professor Timothy K. Choy
Office: 308E Dulles Hall

Office Hours: Mondays, 2:30-3:30, and by appointment
email: choy.19@osu.edu
phone: 614-688-0121

Course Description

This advanced seminar addresses the ways we produce space and place, and the ways they produce us. We approach the matter via several crucial, and intimately related questions: how useful is a cultural analysis to understanding processes of space/place production? How are space and place implicated in the production of power asymmetries, and vice versa? How do we understand place-making and other spatial processes in the context of what some call "globalization?" To unravel these mysteries, we will engage conversations among – and produce conversations between – philosophers, anthropologists, and geographers. In doing so, we will be concerned not only with understanding different scholars' theorizations of space, place, and globality, but also with gleaning what certain theorizations say –whether implicitly or explicitly– about the workings of culture and power. At times, it will be clear that various scholars are primarily pursuing questions of culture, power, and politics, and that it is those concerns that animate their concern with space and place. We will also discern in discussions of space and place the traces of other theoretical debates, such as that concerning the relation between universality and particularity. Ultimately, we will strive to locate how the abstractions called 'space' and 'place' are materialized – as much in politics, society, and culture as in the buildings, landmarks, and landscapes we routinely navigate.

Course Requirements

Perfect attendance, preparedness for class, and participation in discussion are crucial to the seminar's success. Students with more than one unexcused absence, and/or who are consistently unprepared for class, will see these aspects of their performance prominently reflected in their letter grades.

1. **Keep up with the reading.** As I've mentioned, this is a reading-intensive seminar, and our seminar discussions will focus on specific arguments in the readings. It is imperative that students complete the readings for each week before class.
2. **Participation – Informed speaking and listening.** The success of the course hinges on your participation. That said, talking does not necessarily mean that one is participating. I understand participation to require thoughtful speaking and listening. Your comments should thus reflect a solid engagement with our readings. Those of you who are very comfortable speaking in

class: be sure to monitor how much "air-time" you take up and be attentive to whether you're fostering an environment conducive to everyone's participation. Listen attentively and respectfully to your colleagues.

3. **Presentation and Group Facilitation.** Beginning in Week Two, two or three students will be responsible each week for giving a brief presentation about the session's readings and facilitating discussion. Groups should begin by surveying some of the key points in the readings, ideally situating the reading or the author within an intellectual discourse, and then raise questions and actively facilitate discussion and participation. The presentation should evidence collaboration as well. Students will be given the opportunity to sign up for a group on the second day of class.
4. **Writing requirements.** The writing requirement is 20-25 pages of writing (double-spaced, 12 pt Times New Roman or equivalent, standard margins), due by Monday, March 15, 2004 . *You may choose how you wish to space out your writing, i.e. weekly short critical response papers, a substantial seminar paper at the end of the term, occasional 5-page papers, etc.* Your writings should engage the readings in an explicative, comparative, synthetic, and/or theoretical manner. If you choose to write a longer piece, you may use this paper as an occasion to interpret materials from your own research in light of the themes raised in this course. However, you must still address the readings in a rigorous fashion.
5. **Consultation.** You are required to consult with me briefly or extensively about your writing goals for the quarter. I want to meet and/or speak with each of you at least once by the end of Week 5.

Evaluation

Students' final evaluation will be based on the quality of student's written and oral work.

35% - Attendance, active and informed participation
15% - Quality of group presentation/facilitation
50% - Writing

Required Texts (Books available at SBX, articles will be on eReserve)

Bachelard, Gaston. 1994. *The poetics of space*. Boston: Beacon Press.
Feld, Steven, and Keith H. Basso, eds. 1996. *Senses of Place*. Santa Fe, NM: School of American Research Press.
Foucault, Michel. 1979. *Discipline and Punish: The Birth of the Prison*. Translated by A. Sheridan. New York: Vintage Books.
Harvey, David. 1990. *The Condition of Postmodernity*. Cambridge: Blackwell. (Pages 3-65; 119-323)

- Sebald, Winfried Georg. 1997. *The emigrants*. New York: New Directions.
Yoneyama, Lisa. 1999. *Hiroshima traces : time, space, and the dialectics of memory*. Berkeley: University of California Press.

Outline of Course Schedule

UNIT 1. ORIENTATIONS

- Week 1. (Jan 7)**
Introduction to the Course
- Week 2. (Jan 14)**
Spatializing Power
Foucault, Michel. 1979. *Discipline and Punish: The Birth of the Prison*. Translated by A. Sheridan. New York: Vintage Books.
(selections TBA)
- Week 3. (Jan 21)**
Footsteps, Practices
de Certeau, Michel. 1984. *The practice of everyday life*. Berkeley and Los Angeles: University of California Press. (pp. xi-xxiv, 91-130)
Rofel, Lisa. 1992. Rethinking Modernity: Space and Factory Discipline in China. *Cultural Anthropology* 7 (1):93-114.
Rodman, Margaret. 1992. Empowering Place: Multilocality and Multivocality. *American Anthropologist* 94:640-656.
- Week 4. (Jan 28)**
Phenomenology, Poetics
Bachelard, Gaston. *The Poetics of Space*.

UNIT 2. POLITICS OF SPACE AND PLACE

- Week 5. (Feb 4)**
Globality and the question of Place
Harvey, David. 1990. *The Condition of Postmodernity*. Cambridge: Blackwell. (Pages 3-65; 119-323)
- Week 6. (Feb 11)**
Harvey, David. 1992. "From Space, to Place and Back Again: Reflections on the Condition of Postmodernity." in Bird et al, eds. *Mapping the futures : local cultures, global change*. London ; New York: Routledge.
Massey, Doreen. 1994. "Power-geometry and a progressive sense of place." in Bird et al, eds. *Mapping the futures : local cultures, global change*. London ; New York: Routledge.
Massey, Doreen. 1994. "Flexible Sexism." in *Space, Place and Gender*. Minneapolis, University of Minnesota.
Tsing, Anna. 2000. "The Global Situation." *Cultural Anthropology* 15 (3):327-360.

Dirlik, Arif. 1999. Place-based Imagination: Globalism and the Politics of Place. *Review XXII* (2):151-87.

UNIT 3. MAKING AND WRITING PLACES

Week 7. (Feb 18)

Senses of Place

Feld, Steven, and Keith H. Basso, eds. 1996. "Introduction." *Senses of Place*. Santa Fe, NM: School of American Research Press.
Basso, Keith. 1996. "Wisdom Sits in Places." in *Senses of Place*.
Feld, Steven. 1996. "Waterfalls of Song." in *Senses of Place*.
Casey, Edward S. 1996. "How to Get from Space to Place in a Fairly Short Stretch of Time: Phenomenological Prolegomena." In *Senses of Place*.
Stewart, Kathleen. 1996. An occupied place. In *Senses of Place*

Week 8. (Feb 25)

Memory, Space, Power

Yoneyama, Lisa. 1999. *Hiroshima traces : time, space, and the dialectics of memory*. Berkeley: University of California Press.
(Selections TBA)

Week 9. (Mar 3)

And again, Memory

Sebald, Winfried Georg. 1997. *The emigrants*. New York: New Directions.

Week 10. (Mar 10)

To be discussed

Some Possibilities:

Appadurai, Arjun. 1996. *Modernity at large: cultural dimensions of globalization..* Minneapolis: University of Minnesota Press.
Massey, Doreen. 1994. *Space, Place and Gender*. Minneapolis. University of Minnesota.
Raffles, Hugh. 2002. *In Amazonia : A Natural History*. Princeton: Princeton University Press.
Stewart, Kathleen. 1996. *A Space on the Side of the Road: Cultural Poetics in an "Other" America*. Princeton: Princeton University Press.
Soja, Edward W. 1989. *Postmodern geographies: the reassertion of space in critical social theory*. New York: Verso.
Frank, Andre Gunder. 1998. *ReOrient: Global Economy in the Asian Age*. Berkeley: California.

Suggestions?

Political Science 597.01 Theories and Issues in International Politics

Instructor: Jong Kun Choi, MA, Phd Candidate

Autumn, 2005

Monday and Wednesday Pm 05:30 - 07:18 Derby Hall (DB), Room 0080

Office: Room 1 Mershon Center, 1502 Neil Avenue

Office: 292-1631 Email: Choi.301@osu.edu Office Hours: M, W 2:00-4:30 or by appointment

Course Description

The purpose of this course is to help students develop skills to better understand various issues in international politics by reviewing theoretical frameworks and applying them to analyzing inter-state behaviors in international politics. The most important aspect of this course is to help students develop their own systematic and analytical views on international politics. Thus, recent and current international affairs will be used as substantive evidences for evaluating validity of IR theories. Many IR analytical frameworks will be reviewed in order to assess how helpful they are in understanding various issues in international politics.

The course will introduce and discuss basic building blocs of IR theories and major analytical frameworks. We will discuss ways to view and interpreter international political events. Thus, students are required to learn theoretical aspects of international politics, which will be heavily drawn from the first assigned text book, *Continuity and Change in World Politics: Competing Perspectives*. The unique aspect of this course is to blend theories with real examples and ask students to reflect on real-life examples in international politics. At the end of the course, students will be expected to be more analytic and critical about issues in international politics.

Capstone Experiences

Goals/Rationale :

Thematic upper-division course work, drawing upon multiple disciplines, enriches students' experiences of the contemporary world.

Learning Objectives:

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students write about or conduct research on the contemporary

Required Readings

Barry Hughes, 2000, *Continuity and Change in World Politics: Competing Perspectives*, 4th Edition, New Jersey: Prentice Hall. ISBN: 0-13-083578-1.

A Council on Foreign Relations Book, 2002, *America and the World: Debating the New Shape of International Politics*, New York: W.W. Norton & Company. ISBN: 0-87609-315-2.

Recommended

Students are strongly recommended to read newspapers and current affair magazines, especially New York Times, Chicago Tribune, Financial time, Time, News Week, Foreign Policy, and etc., in order to follow up with the current international affairs.

Course Requirements & Evaluations

Students are required to "read" the assigned chapters of the text books and expected to participate in class discussion. Class participation is strongly expected in terms of the quality and frequency

with which students engage in class discussion while demonstrating knowledge from the assigned readings.

Exams: Questions in the course exams will be simple ID questions, short answers and one or two essay questions. Exam questions are going to be drawn from class lectures and the two text books.

Mid-Term Exam : 30% (Oct 21) Final Exam : 40% (Nov 30) Term Paper : 30% (Nov. 9)

My grading scale is as follows:

A = 103% - 90%	A- = 89% - 87%	B+ = 86% - 84%	B = 83% - 80%
B- = 79% - 74%	C+ = 73% - 70%	C = 69% - 65%	C- = 64% - 60%
D+ = 59% - 55%	D = 54% - 50%	E (known as "F") = Less than 50%	

Academic Honesty

All of the work you do in this course is expected to be your own. Absolutely NO cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the university committee on academic misconduct and handled according to university policy.

Disability

Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in the first week of the quarter. Course materials are available in alternative formats upon request. For such materials please contact Mr. Wayne Deyoung, 2140 Derby Hall, 154 N. Oval Mall, 292-2880.

Attendance

Attendance will be checked very randomly and I will give 1 point for those who show up and – 1 point for those who do not. And the attendance score will be added to your final course score. In essence, the whole score for the course is 103 (mid-term+ paper+ final + attendance).

Course Schedule

- | | |
|----------------|--|
| Week 1. | Introduction and Foundation |
| Sept 21 | Course Introduction |
| Sept 26 | Units and Levels of Analysis in International Politics |
| | Read Hughes Ch 1 and 2, and pg. 63~70 in Ch. 4 and pg. 153~158 in Ch. 7; Rose, "Introduction" |
| Week 2. | One World, Many theories |
| Sept 28 | Competing Perspectives on International Politics (I): Theoretical Perspectives |
| | Hughes Ch 3.;*This is one of the most important chapters in our course. Pay special attention to this chapter. |
| Oct 03 | Competing Theoretical Perspective on International Politics (II): Post Cold War Predictions |
| | Huntington, "the Clash of Civilization?"; Fukuyama, "the End of History?" |
| Week 3. | Identifying Key Actors in International Politics |
| Oct 05 | Opening the Black Box (I) : Defining the State, System, Power and Interest |

- Read Hughes Ch. 7. and pg. 70~93 in Ch. 4; Kagan, "Power and Weakness."
- Oct 10. Opening the Black Box (II) : Organizations and Governance**
Read Hughes Ch. 9.
- Week 4. Between Conflict and Peace**
- Oct 12. International Politics of Conflict and Cooperation (I)–Conflict Management**
Read Hughes Ch. 5.
- Oct 17 International Politics of Conflict and Cooperation (II)–Peace Management**
Read Hughes Ch. 6
- Week 5. Mid-Term Exam**
- Oct 19 One World, Rival Theories – Why learning theories and what is the use ?**
Jack Snyder, "One World, Rival Theories" *Foreign Policy*, (Nov 2004), p52.
Available on Line through the OSU library website. Type in "Foreign Policy" at "On-Line Journal" of OSU OSCAR and Look for 2004 Nov.
- Oct 21 Mid-Term Exam**
- Week 6. Current Issue I: Globalization Debate**
- Oct 24 Global Political Economy – Competing World Views**
Read Hughes Ch11
- Oct 26 Globalization and World Economy Debate**
Hughes Ch 12 and Rodrik, "Sense and Nonsense in the Globalization Debate?"
- Week 7. Current Issue II: American Hegemony**
- Oct 31 American Hegemony**
Read Brooks and Wohlforth, "American Primacy in Perspective"; Kupchan, "Life after Pax Americana"; Ikenberry, "America's Imperial Ambition"
- Nov 02 Anti-American Attitudes : Why do they hate us ? And who are "they"?**
Read, Zakaria, "Why do they hate us?"
- Week 8. Current Issue III: Rising China.**
- Nov 07 Understanding a Rising China**
Reading materials will be distributed.
- Nov 09 Is a rising China a threat or an opportunity to the US ?**
Walt, "Beyond bin Laden: Reshaping US Foreign Policy"
- *TURN IN YOUR FINAL PAPER***
- Week 9. Current Issue III: Between WMD and Global Society**
- Nov 14 Weapons of Mass Destruction**
Read Bush, "West Point Commencement Speech"; Betts, "the New Threat of Mass Destruction"
- Nov 16 Global Society ?:**
Read Hughes Ch. 10; Dollar and Kraay, "Spreading Wealth"; Planter, "Liberalism and Democracy"
- Week 10. Current Issue IV: Future Ahead**
- Nov 23 What does and does not continue in the 21st Century ? and One World, Many Theories.** Read Hughes Ch.17
- Nov 28 FINAL REVIEW**

Week 10. Final Exam
Nov. 30 Final Exam

PS 597.01 PAPER ASSIGNMENT : Analyzing prevalent worldviews

DUE : Nov 09 (As you walk into the classroom).

1. Your paper must be 5 pages long and double spaced with the normal margin.
2. Use Times New Roman font and size 12
3. Cite references.

Your paper is going to be an analysis paper, which must follow the given instruction. You can talk about your paper topic with me or your friends or classmates. But you must write it on your own in your own words. Pick three articles from the Foreign Affairs edited volume, the second textbook for our course, and write by answering the following analytical questions. DO NOT summarize your chosen articles.

- A. Why do you choose these articles? Explain why in terms of the relevance to the course materials.
- B. What does each author try to explain? What is each author's chosen level and unit of analysis?
- C. Are their view points competing, additive or completely different to each other? Identify and explain. Do you agree with their assessment? If you do or do not, why or why not ?
- D. Are they still relevant to the current world? How helpful these articles are for analyzing an issue or event of your interest in international politics?

**Remember you turn in as you walk in on Nov. 09. No E-Mail form of submission is
accepted**

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Summer 2006

POLITICAL SCIENCE 597.02: POLITICAL PROBLEMS OF THE CONTEMPORARY WORLD
Current Issues in African Politics and Economics

Instructor: Justin Lance
Office: 2081 Derby Hall
E-mail: lance.33@polisci.ohio-state.edu
Phone: 292-6550

Class Meeting Times:
Tuesday and Thursday 9:30-11:18
Derby Hall Room 0080

Office Hours:
Tuesday and Thursday 11:30-12:30
Derby Hall Room 2081

Course Objectives

"Although most Africans are poor, our continent is potentially extremely rich." Kwame Nkrumah, First President and Independence Leader of Ghana

"Ours is not a poor country and even though we are now a poor people." John Kufuor, Current President of Ghana

This course is an advanced undergraduate level course examining the political economic problems in contemporary Africa. Unlike other parts of the world, Africa has continued to confound the researcher; after almost fifty years of independence the lives of many people across the continent are not much better than they were in the 1960's. This course traces developments both across time (starting from the end of the post-Colonial period) until the present as well as across countries and regions, in order to understand why many Africans' today are no better off than previous generations. This course will survey the colonial and post-colonial experience; dependency and state-led economic development; the military regimes during the 1970's and 1980's; structural adjustment and the rise of democracy in the 1990's; and a brief foray into failed states and the African Union (AU) at the end. The goal of this course is to link the historical past in Africa with the contemporary problems the continent is facing.

This course may be quite different than other courses you may have had/have/or may have at Ohio State. This course is meant to serve as a "capstone" experience whose goals and learning objectives, as defined by the university, are:

"Goals/Rationale:

Thematic upper-division course work, drawing upon multiple disciplines, enriches students' experiences of the contemporary world.

Learning Objectives:

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students write about or conduct research on the contemporary world."

The goal of this course is to therefore to develop critical thinking skills that, in the future, are not only pertinent to the study of African politics and economics that this course focuses upon, but also to other courses and experiences you may have. The course is therefore structured slightly differently than other courses and is based around four two-week cycles. The first week in a

sequence examines an issue facing Africa both currently and historically and includes comprehensive reading on the topic; the second week in a sequence is structured around how the issues that Africa has faced historically may be or have been applied to contemporary debate. The assignments (discussed in detail below) will reflect the goals of critical thinking, both written and oral, that are extremely pertinent to this class. You should focus on: 1) developing views on issues where you think deeply and critically about an issue; 2) understanding alternative views and how and why others may agree with them; 3) being able to defend your views (in a rational way) when presented with these alternative views; and 4) developing your knowledge on Africa and how its political and economic institutions are structured.

Course Assignments, Grading, and Attendance

Grades for this course are determined by four criteria:

Midterm Exam: 20%

Final Exam: 30%

Bi-Weekly Response Papers: 40%

Attendance and Participation: 10%

Assignments must be turned in on time and will be docked one letter grade (10%) for each day they are turned in late (unless approved by me in advance). The grading scale used for this course is: 100-90 A; 90-80 B; 80-70 C; 70-60 D; Below 60 E.

Tests encompass 50% of the grades for this course. The tests will be composed of essay and short answer questions, each section worth about 50% of the grade for the exam. The final exam will be comprehensive and given at the time scheduled by the Registrar's Office.

The second component of your grade will be four bi-weekly response papers, worth ten percent of your grade each. These papers are meant to reflect critical thinking on the issues we will be discussing. The goal of the short papers is to probe the issues in depth and offer well thought out responses. They should discuss your views about the issues, backing them up with empirical evidence from the class or from reputable outside sources (these include journals, books, or newspapers; these may be available on the internet, but you should avoid using "internet" sources such as blogs, think-tank reports, ect.). Although outside resources are suggested, they are not required. The papers must be between 2-3 pages in 12 point Times-New Roman font with standard 1-inch margins. Do not write above three or below two pages. One aspect of presenting your work (be it in this class, or a future academic or job environment) will be to present a coherent well-rounded argument that is not in book form; in order to do so for this class you will have to write at least a couple of pages, but you also want to avoid being long-winded. The papers are due on the first class meeting after a DEBATE week (listed on the course schedule below). Your paper should reflect one of the two issues we discuss during a debate week (just one the first week) and offer your position on the issue and discuss why you (and others) believe your view is the correct interpretation of the data.

The final component of your grade will be class attendance and participation. You are *strongly* encouraged to attend class. Attendance will be taken and will be a primary component of your grade. Furthermore you are expected to participate when attending; participation is included as part of the attendance component of your grade.

Sensitive Issues

This course will explore some issues that many would consider to be sensitive. This class is based around developing fruitful discussion in a debate-like format. Remember; there are no “right” or “wrong” answers to any of the issues we discuss and every attempt will be made to present contradicting viewpoints on an issue. That said, comments that are deemed to be blatantly out of decorum will be censored and students reprimanded. One goal of this course is to develop a constructive dialogue on issues facing Africa today and our discussion on those issues should reflect the constructive aspect of this dialogue.

Academic Integrity

I expect all of the work you do in this course to be your own. I will tolerate absolutely no cheating or plagiarism (using someone else’s words or ideas without proper citation). I will report any cases of cheating or plagiarism to the university committee on academic misconduct, and they will be handled according to university policy.

If you have any questions as to what constitutes academic dishonesty please contact myself or refer to the OSU Committee on Academic Misconduct: <http://oaa.osu.edu/coam/home.html>, specifically the FAQ section.

Students with Disabilities

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Required Books and Readings

Moseley, William. 2004. Taking Sides: Clashing Views on Controversial African Issues. 1st Edition. Mc-Graw-Hill/Dushkin. ISBN: 0072845171

Schraeder, Peter. 2003. African Politics and Society: A Mosaic in Transformation. 2nd Edition. Wadsworth Publishing. ISBN: 053456769X

In addition a couple of articles will be used for this course. They will be available at JSTOR- <http://www.jstor.org> from a campus computer (or available off campus with login). They will also be available on electronic reserve.

Course and Reading Schedule

WEEK 1: Introduction

Day 1 (June 20): Introduction to the course

Day 2 (June 22): Kaplan, Robert. 1994. "The Coming Anarchy." *The Atlantic Monthly* Vol 237: No. 2. pp. 44-66, especially 44-54

Stable URL:

<http://proxy.lib.ohio-state.edu/login?url=http://search.epnet.com/login.aspx?direct=true&db=aph&an=9404280908>

(ON ELECTRONIC RESERVE OR AVAILABLE ONLINE THROUGH OSCAR)

WEEK 2: Pan-Africanism and Independence

Day 3 (June 27): Schraeder- Chapter 3 "Political and Economic Impacts of Colonialism" pp. 49-77

Day 4 (June 29): Schraeder- Chapter 4 "Nationalism and the Emergence of the Contemporary Independence Era" pp. 80-97

WEEK 3: The Colonial Legacy: Past and Present (Debate)

Day 5 (July 4): NO CLASS

Day 6 (July 6): Moseley- Moseley- Issue #2 "Has the Colonial Experience Negatively Distorted Contemporary African Development Patterns?" pp. 18-34

WEEK 4: Corruption and Neopatrimonial Rule in Africa

Day 7 (July 11): Jackson, Robert H. and Carl G. Rosberg. 1984. "Personal Rule: Theory and Practice in Africa." *Comparative Politics* Vol. 16: No. 4. pp. 421-442.

Stable URL:

<http://links.jstor.org/sici?sici=0010-4159%28198407%2916%3A4%3C421%3APRTAPI%3E2.0.CO%3B2-O>

(ON ELECTRONIC RESERVE OR AVAILABLE ONLINE AT JSTOR)

See Also (recommended): Schraeder- Chapter 9 "Military Coup d'États' and Military Governments" pp. 201-219

Day 8 (July 13): MIDTERM

WEEK 5: Economic Stagnation and Growing Debt (Debate)

Day 9 (July 18): Moseley- Issue #19 "Are African Governments Inherently Disposed to Corruption?" pp. 338-358

Day 10 (July 20): Moseley- Issue #5 "Should Developed Countries Provide Debt Relief to the Poorest, Indebted African Nations?" pp. 74-88

WEEK 6: The Fall of the Military Regimes and the Emergence of Democracy

Day 11 (July 25): Schraeder- Chapter 10 "Democratic Experiments and Multiparty Politics" pp. 222-241

Day 12 (July 27): van de Walle, Nicholas. 1999. "Economic Reform in Democratizing Africa." *Comparative Politics* Vol. 32: No. 1. pp. 21-41.

Stable URL:

<http://links.jstor.org/sici?sici=0010-4159%28199910%2932%3A1%3C21%3AERIADA%3E2.0.CO%3B2-P>

(ON ELECTRONIC RESERVE OR AVAILABLE ONLINE AT JSTOR)

WEEK 7: Structural Adjustment and Democracy: The Future for Africa? (Debate)

Day 13 (August 1): Moseley- Issue #17 "Are Multi-Party Democratic Traditions Taking Hold in Africa?" pp. 296-317

Day 14 (August 4): Moseley- Issue #3 "Have Structural Adjustment Policies Been Effective at Promoting Development in Africa" pp. 34-51

WEEK 8: Ethnic Violence, State Decay, and the Role of the African Union

Day 15 (August 8): Schraeder- Chapter 5 "Ethnicity and Class" pp. 100-125

Day 16 (August 10): Schraeder- Chapter 11 "Foreign Policy-Making and the Pursuit of Pan-Africanism" pp. 244-267

WEEK 9: State Decay and Communal Violence: Will Africa Fail? (Debate)

Day 17 (August 15): Moseley- Issue #20 "Are International Peacekeeping Missions Critical to Resolving Ethnic Conflicts in African Countries?" pp. 358-378

Day 18 (August 17): Moseley- Issue # 16 "Are Women in a Position to Challenge Male Power Structures in Africa?" pp. 280-294

WEEK 10: Course and Final Exam Review

Day 19 (August 22): Moseley- Issue #1 "Is Africa a Lost Cause?" pp. 2-17
FINAL EXAM REVIEW

Day 20 (August 24): FINAL EXAM

Course Syllabus

**The Psychology of Personal Security:
Global and Local Perspectives**

Psychology 525
Winter, 2006

MW: 9:30 – 11:18 a.m.
Location: PH 1183
Call #: 17142-9

Instructor: Robert Arkin
Office: 100a Lazenby Hall
Phone: 292.2726
e-mail: Arkin.2@osu.edu
Office Hours: 9:30 – 10:30 F, and by appointment

Teaching
Associate: Aaron Wichman
Office: 100g Lazenby Hall
Phone: 292.0345
e-mail: Wichman.3@osu.edu
Hrs.: 10:00 – 11:30 T, and by appointment

Course Objective:

This course is designed to introduce and integrate the diverse literature in psychology concerning *personal security*. *Personal security* is not a term with any single, conventional meaning in contemporary psychology. However, the field of psychology has used the concept of *security* as a key ingredient of psychological needs, motives, and well-being since its inception---in the 19th century. Today, the literature reveals literally thousands of research articles and countless references to the idea by psychologists concerned with human development, personality processes, psychopathology, social behavior, and---most recently---global affairs and issues of national, collective, and individual security including war, peace, terrorism, and the like.

The term *personal security* is used in this course to distinguish our scholarly purpose and level of analysis. This is not a course about national security and related questions in political science. It is not a course about macro-economics and the role of financial and business variables in the economy of a nation---and the effect on people's pursuit of financial security or wealth. Instead, the course is focused on the psychology of the individual. Our purpose is to explore the controversial questions, research problems, and applications to everyday behavior of the role of personal security and feelings of insecurity.

The course includes an emphasis on diverse approaches, including the longitudinal and developmental approach, individual differences and personality processes, and social-behavioral ways of understanding group and individual perceptions, actions, and feelings. We also explore interdisciplinary questions, touching on matters of interest to political scientists, economists, anthropologists, and others---while maintaining total fidelity to our own level of analysis: the psychology of the individual. Also, this course--by necessity---includes many issues relevant to various gender, ethnic, and cross-cultural questions.

Class Format:

Class meetings are lecture format, but discussions will occur frequently and students in this course are expected to be highly active participants. Valuable discussions can occur even in larger classes and can be an important part of the scholarly exploration of a topic. I expect discussions to "break out" periodically. During the term, there will be a range of individual difference inventories and class exercises that will be available for students to complete, on Carmen and a related web site to accompany the course. Although completing these inventories is entirely voluntary, understanding the meaning and implications of these inventories and exercises is required. Discussion of these activities is integrated into the class meetings often.

Readings:

Readings for the course include three books, each available at the usual bookstores on and near campus. Additional readings will be made available on electronic reserve in the University Library and with connection to Carmen.

Combs, C.C. (2006; 4th Edition). *Terrorism in the 21st Century*. Upper Saddle River, N.J.: Pearson, Prentice-Hall. [ISBN: 0-13-193063-X]

Pyszczynski, T., Solomon, S., & Greenberg, J. (2003). In the wake of 9/11: The psychology of terror. Washington, D.C.: American Psychological Association. [ISBN: 1-55798-954-0]

Schwartz, B. (2005). The paradox of choice: Why more is less. New York: Harper-Perennial. [ISBN: 0060005696]

Expectations:

1) Students are expected to complete the reading for each and every meeting, prior to the meeting. 2) There are two mid-term exams and one comprehensive final examination. These exams will focus on specific aspects of theory and research covered in the course, but will also assess students' integration of the course material and application of the course material to contemporary problems (e.g., war, peace, terrorism, natural disasters). All three exams include a mixture of question formats, including short essay, short answer, multiple choice, etc. 3) One brief paper (500

words; 2 double-spaced, typed pages) is required. The paper involves an in-depth exploration of one topic, or problem, concerning some important aspect of personal security (e.g., how parents' attachment history affects child rearing; how a loss-avoidant decision style can damage trust in a relationship; etc.). 4) Students are also expected to attend and participate actively in class discussions, when they occur. 5) Finally, students are expected to participate in the construction of the examinations for the course (and, consequently, demonstrate that they are reviewing the material carefully) by submitting candidate exam questions online at the Carmen site.

Grading:

Examinations:	Question Submissions	5%
	Mid-term 1:	25%
	Mid-term 2:	25%
	Final Exam:	30%
	Paper:	15%

Question Submissions:

By the last class period before each exam, submit via Carmen 5 multiple choice questions for consideration (15 total over the course of the quarter). This is good practice for the exams, and you will receive points for completing the question submissions. Even better, the best questions may be chosen for inclusion on the exam. To submit your questions, click on the "Question Submissions" link, and follow the instructions that are presented in the Carmen quiz module that appears.

Paper:

The brief paper is intended to provide the opportunity to expand on some topic of particular interest to you. You may suggest some reconciliation of a conflict in the literature (e.g., why a cautious decision style avoids losses, but a risky decision style promotes happiness), suggest some research to address a question (e.g., the role of regret and blame concerning action and inaction), link points of view on one topic to some other topic—to provide integration (e.g., the role of individual security in global decision-making about national security), or explore some question of application to problems of everyday life (e.g., how to reduce insecurity in romantic relationships, how to adjust cognitively for a loss-avoidant decision style). You may choose any relevant topic; however, a list of suggested sample topics, designed to generate some good ideas, will be posted on Carmen after the second week of class.

There will be opportunities to consult with the instructor and teaching associate. Students must use the library in writing this paper; a minimum of five references from the literature (written for the scientific community) must be included, not to include any assigned reading or web-based resource. The bibliography is not included within the strict two-page limit. Reminder: the page limit is fixed, at two pages; this means that you must take great care with every word you commit to paper! A two-page paper requires even more planning and careful writing (i.e., waaaaaay less padding) than a longer paper. To ensure that expectations are conveyed clearly, and that every student has an opportunity to prepare adequately and compose a compelling piece of work, all

students are invited to submit a paper draft one week prior to the student's stated due date (see below).

Rules regarding academic misconduct (i.e., plagiarism) will be strictly enforced (see below).

Turn in both a printed hardcopy and an electronic copy of your paper. The electronic copy must be uploaded to Carmen, using the "Paper Assignment" link. Make sure to turn in both versions of the paper by your due date. After papers are graded, ***all papers will be posted online, accessible to everyone in the class.*** Although online paper submission is part of the course requirements, you may opt out of having your paper subsequently posted online for everyone to see. Please contact Aaron at Wichman.3@osu.edu in advance of your paper due date if you wish to opt out; you may also request to have your paper posted, but without attribution (i.e., your name will be deleted).

Paper due dates are staggered, based on the first letter of your Last Name

A – G: Due on February 13, 2005
H – P: Due on February 20, 2005
R – Z: Due on February 27, 2005

It is not possible to change your due date. Early papers will be accepted. However, no late papers will be accepted. The hardcopy of the paper must be turned in during class on its due date, at the latest. Only severe illness or other extreme circumstances can be considered for an exception, and documentation will be required. If this occurs, you must contact the instructor immediately to make a special arrangement; any such arrangements can only be made in advance of your personal paper due date.

Week 1		
Course Introduction and Overview		
W: January 4	Course Overview and Introduction	
Week 2		
The Developmental Basis of Security		
Growing up secure		
M: January 9	Personal Security versus Trauma/Stress; Terrorism in the 21 st Century	C: 1,2
W: January 11	Optimal Human Being: The Day our World Changed	C: 3 PSZ: 1,2
Week 3		
Environmental factors in security and socialization		
M: January 16	Martin Luther King Day; No Classes	_____
W: January 18	Natural and "Man-made" disasters	

Week 4		
The.....		
M: January 23		
W: January 25		Submit WebCT Questions by today
Week 5		
Personal Security in Daily Life		
The psychology of uncertainty		
M: January 30	Mid-term Exam # 1	_____
W: February 1		
Week 6		
The psychology of		
M: February 6		
W: February 8		
Week 7		
The Psychology of Control		
M: February 13		Paper Due: A – G
W: February 15		
Week 8		
The Social Psychology of Security Threat		
M: February 20	Ethnocentrism, Dehumanization, Obedience, Prejudice/Stereotyping	Paper Due: H – P
W: February 22	Conformity, Groups and Out-groups, Hate	Submit WebCT Questions by today
Week 9		
Individual Differences and Personal Security		
M: February 27	Mid-term Exam # 2	Paper Due: R - Z
W: March 1	Cost and Reward Orientation; Self-control, Self-regulation, Alcohol, Drugs, Escape	
Week 10		
Interpersonal Relations and Intergroup Relations		
M: March 6	Community, Country, Global Threats and Security	
W: March 8	Motives (Rational, Psychological, Cultural) and	Submit WebCT

	Context (Political, Personal, Group)	Questions by today
Final Examination: Wednesday, March 15, 2006 9:30 – 11:18 a.m.; Room: PH 1183		

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

RS 378 SOCIAL GROUPS IN DEVELOPING SOCIETIES

Spring 2006 TR 2-4 p.m.
251 AA

Instructor: *Dr. Cathy A. Rakowski*
Office: 309 Ag Admin
Office hours: TR 4-5 pm., or by appointment
Phone: 292-6447 email: *rakowski.1@osu.edu*

General Objectives: This course analyzes different life experiences, statuses, and behavior of people in major social groupings in developing societies. The focus is on how some rural people are constructing sustainable, people-centered "alternative development." Alternative development is a set of approaches that emphasize local initiatives, social justice and democracy, autonomy and self reliance, capacity building and empowerment. This course includes attention to issues of social responsibility (corporate, governmental, development agencies) and to diverse processes of top-down economic development strategies and globalization, including international businesses and cross border citizen alliances.

For this course, "developing societies" are defined as countries with low per capita incomes and widespread poverty. They are likely to have high debt burdens; economies that are agrarian, based on the export of raw materials, or under the control of multinational corporations and a small internal elite; labor forces with high levels of self employment, subsistence work, and exploitative work conditions; and social welfare indicators showing relatively low literacy rates, poor health and nutrition, and low life expectancies. "Social groups" are defined by some shared characteristic, including gender, age, ethnicity or race, class, religion, occupation, residence, etc. Most developing societies are located in Africa, Latin America, Asia, and the Middle East. However, some areas of the former communist block countries and North America would qualify (Bosnia, Albania, Romania, Native American reservations, Appalachia).

Although the course is about social groups, we will use a focus on social problems and issues as a means to understand the actions and worldview of social groups and differences among their members.

Specific Objectives: When students complete this course, they should have a basic understanding of

- a. the way in which peoples' life experiences and statuses vary by sex, age, class, race, ethnicity, and place of residence.
- b. some major problems and issues that confront people in developing societies.
- c. actions people are taking to confront their problems.
- d. some important issues that connect social groups in developing societies and people in the U.S.
- e. differences between top-down, "mainstream" and bottom-up, "alternative" approaches to development.

Required Readings: You should purchase the books. However, they are on reserve in the FAES Library.

B. Le Breton. *Voices from the Amazon*. 1993.

K. Smith. *The Human Farm*. 1994.

An "electronic coursepack" of readings can be located under this course number (RS 378) on the OSCAR web page of OSU Libraries. Look for "Course Number or PROF" and follow the prompts.

NOTE: not all items on reserve are listed in the order that they are assigned.

We also will use films as texts and there will be several handouts.

Course Requirements:

Participation	20%.
Essay	15%
Midterm exam	30%.
Final exam	35%

Exams: There will be a midterm and a final exam. The exam format is a mix of multiple choice, short answer, and short essay. **The Final Exam will be Tuesday, June 6, 1:30-3:18 pm. THERE WILL BE NO MAKEUP EXAM FOR THE FINAL.** *All travel plans should be scheduled for after the final exam date.*

The midterm covers weeks 1-5. The final exam is NOT cumulative. It will cover material after the midterm only--except for any readings from the first half of the course that we continue to use after the midterm.

Essay: The essay should be between **800-1000 words**. Give your essay a title and make your objective or argument clear in the opening paragraph. **Give the word count at the end of the paper.** (Following these instructions will guarantee an appropriate space for thoughtful analysis and will help assure that the group of student essays have equivalent breadth and depth.) *You may hand in the essay on either Thursday of Week 10 or on Tuesday at the final exam.* You will be graded on appropriateness of topic, insightfulness, understanding of and ability to use course concepts, and clarity of the discussion. Correct spelling and grammar are a must.

Topic: All quarter we will discuss approaches to development and processes of globalization. This course emphasizes the "alternative" development approach, also referred to as "grassroots," "bottom up," "people-centered," "popular," "local," "community," etc. We also include attention to citizen-driven globalization "from below" and corporate-driven globalization from above. Your essay should build on what you have learned about these approaches/concepts and mainstream development approaches. Alternatively, you can think about processes of globalization, both "top down" and "bottom up" (i.e., cross border alliances). Think about examples of each and the goals and outcomes. Then choose an issue or social group you want to write on. You can identify them from the internet, magazine or news articles, rural problems that you have studied in other courses, etc. Do not use examples from this course. You are perfectly free to choose an issue, problem or group for whom alternative development or cross-border organizing will NOT work. Be sure to cite or explain your sources. In your essay, explain whether or not you think that alternative development or cross-border organizing would be appropriate to address the issue or problem of the social group. Explain why or why not? For this part, you can use examples from class to illustrate or draw comparisons. I will accept any well-reasoned argument as long as you show understanding of the concepts and course materials.

Participation: You start out with an A. It is up to you to keep it. Participation includes attendance, in-class workshops and discussions, sharing news items of interest, homework assignments, and the very important research reports (verbal and written summaries of Internet or library research on certain global development organizations). Note: the instructor reserves the right to call on students randomly to facilitate fairness in participation in class discussion. A seating chart will be prepared to help identify students and record participation and attendance. Sign-up sheets will be circulated at random. This is 20% of your grade.

Homework assignments: There are several homework assignments, most optional, throughout the quarter. These simple, one paragraph/page assignments serve two functions: 1) they provide you with notes that support your participation in class discussion, and 2) you hand them in and they count toward your participation grade too (graded U, S-, S or S+). Completed homework assignments can improve your participation grade.

Research Reports: Two or more students will be assigned a topic. They should research this topic on the Internet or in the library. They should prepare a 1-3 page handout of information (you can download information from internet sites as long as you give the source), have enough copies to pass out to the entire class, and be ready to discuss the assigned topic in a 5 minute class presentation (5 min per topic, not per person). Information on the handout should be very specific. You also may use power point for your presentation. Be prepared to answer questions on your topic after the presentation.

This assignment is an important component of your participation grade. It makes up 20% of your participation grade. It should be taken VERY seriously; exam questions will be constructed from some reports.

Note: if you want me to make the copies for the class, you need to get me your master copy by noon of the day BEFORE class meets. Email is the best way to get it to me. But if you don't get a return email from me, then I did not get it.

Each individual should make clear to me (a simple paragraph handed in or e-mailed to me is sufficient) what your individual contribution was in preparing the presentation, the sources you used, and whether you were satisfied with the division of labor in your group. You will be graded on the content of your handouts and presentation and on the group members' comments on fairness of the division of labor.

Policies: In principle, there will be NO make-up exams. Under extraordinary circumstances (verifiable emergency), a make-up exam for the midterm will be scheduled at the instructor's convenience and will NOT use the same questions as the original exam; makeup exams are usually essay format. There will be no make-up exam for the final.

Students are responsible for notifying the instructor of any emergency as it arises (e.g., before or at the time of the exam). If you cannot reach the instructor, leave a message on her machine, with her secretary, or on her email. Note: a friend may call for you, but you must bring in written and verifiable proof of the emergency to qualify for a midterm make-up exam or to hand in the essay assignment late.

Because absences interfere with participation and participation is a critical component of the grade, failure to attend may result in loss of participation points. Only students with a valid, written, verifiable medical excuse or emergency will be exempted from this policy. In the interest of fairness, the best procedure to follow if you have a conflict or problem is to notify the instructor (or have someone call on your behalf) as soon as possible to request an excused absence. If you miss a class, it is your responsibility to get notes from a fellow student. *Every student gets 1 "free" absence; choose wisely.* However, if you choose to miss more than one class without a valid and verifiable excuse, you indicate your willingness to accept a possible reduction in your participation grade.

Absences due to field trips, conferences, club activities: Absences affect your participation grade, which is 20% of your total grade. If a professor in another course or an advisor for a club or group assigns activities during our class time, it places you in an awkward position and you should complain to that person. Each faculty person should respect student obligations in other courses. If absence is inevitable, then speak to me beforehand and bring verification.

Any *cheating* on exams or *plagiarism* on written assignments will result in referral to the proper university authorities--no exceptions. The new university rule is to give a student a failing grade in the class if plagiarism or cheating on any assignment is confirmed.

Any student who has *special needs* should let me know as soon as possible. I will work with you and Disability Services at 150 Pomerene Hall.

COURSE SCHEDULE

Unless I tell you otherwise, handouts and films, like any other course material, will be covered on exams and in class discussions. So will some of the research reports on global or development organizations. @ indicates material is on electronic reserve.

Week 1: Introduction: Beyond "*those* people in *those* countries"

OPTIONAL HOMEWORK ASSIGNMENT FOR THURSDAY

Tues 3-28 Introduction to the course. Course approach.

ON YOUR OWN and to familiarize yourself with development as a policy issue:

Check out the UN Millennium Development Goals at

<http://www.unmillenniumproject.org/goals/>

Thur 3-30 Social problems in developing societies.

Optional homework: Bring one page with your notes on millennium development goals OR a development problem found in Knippers Black's discussion of development problems; hand it in after class discussion

Readings: "Worlds Apart" @

"Doctors in China--origin of the barefoot approach." Pp. 4-13 in Marilyn Carr, ed. *The Barefoot Book*, 1989. 9 pp.@

"A world of poverty," pp. 7-31 in John Isbister. *Promises Not Kept*. Kumarian Press, 2001. 24 pp.@

Skim this one to familiarize yourself with some contemporary development problems:

Black, Jan Knippers. "Part 3: Development in Focus: Contemporary issues and themes." Pp. 143-186 in *Development in Theory and Practice: Bridging the Gap*. Boulder: Westview, 1999. (43 pp.) This article can be found at <http://www.ag.ohio-state.edu/~hcrd/people/staff/article2.htm>

Week 2: From development project to globalization

Tues 4-4 Development, globalization, power and social responsibility

Readings: McMichael, Phillip. Chapter on the Development Project from *Development and Social Change*. Pine Forge Press, 2004. (38 pp.)@

Handout: development approaches

Thurs 4-6 Continued

Reading: Korten, David. "Rethinking development and the meaning of progress." Pp. 157-67 in *The New Business of Business: Sharing Responsibility for a Positive Global Future*, edited by W. Harman & M. Porter. San Francisco: Berrett-Koehler Pubs. 1997. (10 pp.)@

RESEARCH REPORTS: Th: USAID

Week 3: Alternative development and people-centered solutions

Optional homework assignment for Thursday
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Tues 4-11 Towards a people-centered approach to development

Readings: Burkey, Stan. "What is development?" Pp. 26-39 in *People First: A Guide*. Zed Books, 1993. (13 pp.)@

Slim, Hugo. "What is development?" Pp. 63-68 in D. Eade, ed. *Development and Social Diversity*. Oxfam, 1996.@

Rowlands, Jo. "Empowerment examined." Pp. 86-92 in Deborah Eade, ed. *Development and Social Diversity*. Oxfam, 1996. 6 pp.@

Thur 4-13 People-centered development: Projects and people

FILM: "Water for Ayolé"

Readings: "Mechanics in India" Pp. 63-70 in Marilyn Carr, ed. *The Barefoot Book: Economically Appropriate Services for the Rural Poor*. Intermediate Technology Pubs., 1989. (13 pp).@
"Lessons Learned " Pp. 88-93 in Marilyn Carr, ed. *The Barefoot Book: Economically Appropriate Services for the Rural Poor*. Intermediate Technology Pubs., 1989. (under same entry as Mechanics in India) @

Schurmann, Franz. "Africa is saving itself." *CHOICES* (UNDP) 1996: 4-9.@

Handout: film guide

Optional homework assignment: There are many anti-poverty, debt relief, and health (AIDS, malaria, TB) campaigns in the news these days. Look for information on these campaigns. Googling names like Jeffrey Sachs, Bono, Bill and Melinda Gates Foundation can help you identify these very ambitious initiatives. Outline the goals and strategies for one of these campaigns. List your source. One paragraph. Hand in today.

RESEARCH REPORTS: T: World Bank, Th: UNDP

Week 4: Globalization, development and hunger

Tues 4-18 The debate over causes of and solutions to hunger

FILM: "Hungry for Profit"

Reading: "Myths and root causes of hunger," from Food First Institute. (8 pp)@

Handout: film guide

Thurs 4-20 Continued

Readings: Barry, Tom. "Food security: Obstacles and solutions." Pp. 155-177 in *Roots of Rebellion*. South End Press, 1987. (22 pp.) This may be from the 1980s, but it still is the most comprehensive analysis around and the issues are relevant to many countries. @

RESEARCH REPORTS: Th: FAO

Week 5: Workers in the global factory

Tues 4-25 Industrial workers in the global factory

FILM "The Child Behind the Label"

Readings: Anner, Mark. "Local and transnational campaigns to end sweatshop practices." Pp. 238-255 in *Transnational Cooperation Among Labor Unions*, edited by M. Gordon and L. Turner. Cornell Univ. Press, 2000.@

Kernaghan, Charles. "Paying to lose our jobs." Pp. 79-93 in *No Sweat: Fashion, Free Trade and Rights of Garment Workers*, edited by Andrew Ross. NY: Verso, 1997. (The story behind how your taxes pay to export jobs to sweatshops in Central American & the Caribbean; by the people who made the film)@

Handouts: "Journey of the Blouse" & "The sweat behind the shirt"

RESEARCH REPORT: T: ILO

Thur 4-27 **Midterm exam** (covers up to and including Tuesday)

Week 6: *The Human Farm*
Optional homework assignment Thursday

Tues 5-2 Discuss the book (use the guide)
You may find it useful to review articles from Weeks 3 & 4, especially Barry, Burkey

Thurs 5-4 Continued

Optional homework assignment: What are some of the problems faced by farmers in Central America today? Search the internet. One paragraph with source indicated. Hand it in.

FILM clip: Elvia Alvarado [peasant union organizing in Honduras]

RESEARCH REPORTS: T: World Neighbors, Th: Heifer International

Week 7: Paths to empowerment and community development (bottom up, grassroots, local, participatory)

Tues 5-9 Grassroots organizing: Haiti
FILM: This Other Haiti

Readings: review Rowlands and Burkey articles
Handouts: Paulo Freire

Thur 5-11 Grassroots organizing and people power

Readings: Clark, John. "Building grassroots movements." Pp. 89-103 of his book *Democratizing Development*. Kumarian Press, 1991. 14 pp.@
Frischmuth, Christiane. "From crops to gender relations: transforming extension in Zambia." Pp. 197-209 in *The Myth of Community: Gender Issues in Participatory Development*, edited by I. Guijt & M. K. Shah. London: Intermediate Technology Publications, 1998. 12 pp.@

RESEARCH REPORTS: Th: Oxfam International

Week 8: Building social capital for community development
Optional homework assignment for Tuesday

Tues 5-16 Social capital and poverty alleviation: entrepreneurship

Optional homework assignment for Tuesday: Using Google or your favorite search engine, find out what "microfinance" or "microcredit" is and how it works. Bring in one paragraph on either concept. You can attach Internet pages describing a project if you wish. Be sure and cite your web source.

FILM: "Community"

Readings:
Review Jo Rowlands on Empowerment; Paulo Freire handout.

Handouts: The informal sector

Thur 5-18 Social and cultural capital: village and family (bring the readings to class because we will use them in a workshop)

Readings: Weber, Ron. "The transparent village: Community parenting in Trinidad and Tobago." *Grassroots Development* 18(2), 1994. pp. 19-31. 12 pp.@
Lancaster, Roger. "Coping with Less," pp. 52-68 in *Life Is Hard: Machismo, Danger, and the Intimacy of Power in Nicaragua*. University of California Press, 1992. 16 pp.@
Pye-Smith, Charlie & Grazia Borrini Feyerabend. "Uganda: Pallisa Community Development Trust." Pp. 53-69 in *The Wealth of Communities: Stories of Success in Local Environmental Management*. Kumarian Press, 1994. 16 pp@

RESEARCH REPORTS: T: Grameen Bank

Week 9: Social groups in conflict

Tues 5-23 Competing claims to the Amazon
Reading: *Voices from the Amazon* book (use the reading guide)

Thurs 5-25 Judging competing claims

RESEARCH REPORT: T: UNEP

Week 10: Citizen organizing: local-global links
HAND IN short paper/essay Thursday this week or at exam next week. Your choice.

Tues 5-30 Development, globalization, social responsibility: the ties that bind "us" to "them" as global citizens in a world economy and a "global commons"

Readings: Review readings from Weeks 2, 4, 5
FILM: "Geraldo"

Reading: Gaventa, John. "Global citizen action: Lessons and challenges." Pp. 275-87 in *Global Citizen Action*, edited by M. Edwards & J. Gaventa. Lynne Rienner, 2001. (12 pp.)@
Check out the Global Exchange website. Global Exchange is a global network that promotes research and policy making to support people's livelihoods and greater control over their options. Be ready to discuss what you learn from them about cross-border campaigns and rights activism.

Thur 6-1 Alternative development, bottom-up globalization: What works where? [Or not] Discussion based on your essays.

RESEARCH REPORT: T: WTO

Final Exam: Tuesday, June 6, 1:30-3:18

Instructions for Research Reports

Your research report should be as straightforward, clear, and informative as possible. It has two parts: 1) a

handout and an in-class verbal report, and 2) an individual statement explaining your role in the report and the division of labor.

The handout should not exceed 3 pages and you should have copies ready to hand out to the class. Be sure to claim credit by including your names at the top. There will be questions on the exams about some of the organizations covered in research reports, so clarity will be helpful to all.

Part 1: The verbal report and handouts should address the following questions:

What is the organization? What does it do? What are its major programs? What is its mission and what are its objectives? Where is it? Where does it get its funding? Where did you find information about it? How does it relate to the subject matter of this course (development, poverty, globalization, agriculture, etc.)? Is it in the news lately and, if so, why? Do you think this organization promotes top-down, technocratic development or that it promotes bottom-up, people-centered development? (Note: even top-down organizations will talk about concern for poverty and empowerment. But they, unlike organizations dedicated to people and empowerment, also will emphasize big, expensive projects based on the expertise of the “so-called developed” countries.) Is it a “development agency” or have a regulatory function of some type? What social groups (if relevant) does it target for assistance? Explain.

Note: the presentation should take no more than 5-6 minutes total. Not everyone needs to talk during the verbal presentation, but it is strongly encouraged. Feel free to use transparencies or power point for your presentation if you want to do so.

Part 2:

Individually, prepare one paragraph summarizing the division of labor between you and any partners you may have had and list your sources of information. Comment on whether or not you thought the division of labor in your group worked well. Give this to Dr. Rakowski or e-mail it to her.

The Quarter at a Glance

Week	Tuesday	Thursday
1	Introduction	Continued
2	Development project & globalization	Continued
3	Alternative development	Projects and people FILM
4	Globalization, development & hunger FILM	Continued
5	Workers in the global factory FILM	Midterm
6	The Human Farm	Continued FILM
7	Paths to empowerment FILM	Continued
8	Gender, enterprise & relationships in development FILM	Building social capital
9	Voices from the Amazon	Continued
10	Citizen organizing: local-global links FILM	What works?

PAPER DUE Thursday Week 10 or Tuesday at the final exam

Final Exam Tuesday, June 6, 1:30-3:18

RESEARCH REPORTS (will be revised when assignments are made)

Week and Topic	Person 1 Name, email	Person 2 Name, email	Person 4 Name, email	Person 3 Name, email
TH2: USAID				
T3: World Bank				
TH3: UNDP				
TH4: FAO				
T5: ILO				
T6: World Neighbors				
TH6: Heifer International				
Th7: Oxfam International				
T8: Grameen Bank				
T9: UNEP				
T10: WTO				

UNDP-United Nations Development Programme WTO-World Trade Organization FAO-Food and Agriculture Organization
ILO-International Labour Organisation UNEP-United Nations Environment Programme USAID-US Agency for International Development

**SYLLABUS FOR RURAL SOCIOLOGY 666
SPRING 2007
THE SOCIOLOGY OF RURAL POVERTY**

INSTRUCTOR: DR. LINDA M. LOBAO

OFFICE HOURS: 2:00-3:30 p.m. Wednesdays and Thursdays and by appointment

OFFICE LOCATION: 214 Agricultural Administration Building, 2120 Fyffe Road

OFFICE PHONE: 292-6394, lobao.1@osu.edu

OFFICE ASSOCIATE: Greta Wyrick, 311 Ag. Admin. Bld. 688-3178, wryrick.1@osu.edu

I. COURSE DESCRIPTION

This course centers on the sociology of poverty in rural areas in the United States as well as in other, particularly third-world nations. The sociology of poverty is part of the broader study of stratification, a core substantive field in the discipline. The course situates the topic of rural poverty into sociological theories and research on stratification. However, sociological theory and research on poverty and inequality are often aspatial or have an urban bias. We thus go beyond conventional approaches to studying poverty and add a spatial dimension. Our focus is: "Who gets what, *where* and *why*?" Attention is to spatial inequalities in socioeconomic well-being within the U.S. and cross-nationally.

The course is organized into three parts. The first part provides you with the background tools needed to understand the topic of rural poverty. It deals with the nature of social stratification and poverty: definitions, measurement, and profiles of the poor; and sociological theoretical perspectives on the causes, distribution, and meaning of poverty. The second and third parts, respectively, focus on the dynamics of poverty in regions of the United States and outside the U.S. in primarily third world nations.

Topics discussed include: regional differences in poverty, such as in the South and Appalachia; how jobs, industries, and other labor market forces affect poverty; farming and poverty (large-scale industrialized farms vs. family farming); rural gender and ethnic differences; welfare reform; and general processes of uneven development and social exclusion. The course addresses on-going debates in conceptual frameworks and policy.

This is mainly a seminar-format course. While there are class lectures, the course is centered on student discussion, critique of the readings, and presentation of class material. It is directed to *graduate students and upper-level undergraduates with a strong social science background who can devote a rigorous time commitment to the class*. Each class period will usually include an overview lecture by me, which provides an orientation to the material. Your questions, comments, and participation will be solicited continually, however, so it is essential you come to class prepared. Course work is also tailored to meet your specific

interests and program objectives. Graduate students are encouraged to use this course to further develop your interests for thesis/dissertation research and/or for presentations at professional meetings and publications.

I enjoy teaching this class and I hope to get to know you better over the quarter. I am here to help you achieve your personal/professional goals in this class. Please feel free to drop by during my office hours--if those hours are not suitable for you, we can schedule an appointment at a different time!

II. COURSE OBJECTIVES

The objectives of this course are: 1) to study the topic of rural poverty as part of the broader study of social stratification--or inequality across places and people; 2) to understand the major sociological theoretical perspectives dealing with the causes and consequences of poverty; 3) to understand the social and economic factors creating and maintaining poverty and how these vary over different geographic contexts and population groups; 4) to identify the unique aspects of poverty characterizing rural people and places; 5) to develop your critical skills in evaluating the theoretical and methodological approaches presented in the readings 6) to broaden your own professional/research interests.

III. COURSE ASSIGNMENTS, DATES, AND GRADING

This course has three sets of written requirements: (1) a mid-term take-home examination, assigned tentatively May 1 and due one week later; (2) a term paper on a topic that is mutually agreeable, due in my office by Friday June 3; (3) two short position papers, or critical essays about the readings, due the same day as the scheduled readings for that day. In addition, each student will participate in a group assignment that involves leading discussion of readings for part of one class period. Expectations for grading in this course are different for undergraduate and graduate students. Graduate students are held to more demanding standards in all forms of course work and written assignments are longer and more detailed. Graduate students and undergraduate students alike complete a mid-term, final written paper, and two position papers. In lieu of the term paper, undergraduates may write book reviews. *Before handing in written work, please be aware of university rules for plagiarism and ask me to clarify any questions you have.*

Your grade is determined in the following way. The midterm exam and the term paper count 30% and 30%, respectively, toward your final grade. Each position paper counts 10%. An evaluation of your class participation, including group performance, will count the remaining 20%.

Class participation is a very important component of your grade. Criteria regarding class participation will be: (1) that your class participation reflects thoughtful discussion of the required readings, clearly demonstrating your knowledge, questions, and concerns about the topics introduced in the readings for the week; (2) that your group discussion assignment is well-prepared and that your individual contribution is clear and high quality; (3) that you are

consistent in class participation, which also means that you are present for each class in addition to being a conscientious participant. Partial class attendance (arriving late, leaving early) will affect your class participation grade. Failure to attend class or partial attendance of class tends to disrupt on-going class discussion--and hurts a seminar climate where everyone is counted upon to contribute and to be "on the same page" in terms of material discussed. In fairness to other students who arrange their personal schedules to attend this class, students who miss part or all of any class without a doctor's note (in case of sickness) will see their final grades lowered. On average, for each class you miss, your final grade will be reduced by about ½ grade per class missed. In other words, if your total grade was A-, missing one class will drop that down to a B+.

IV. WEEKLY TOPICS AND READINGS

Course Texts: (all books are available through OSU and other area book stores; a copy of each book is also on reserve at the Food, Agricultural, and Environmental Sciences Library, ground floor, this building, for information call 292-6125)

Peet, Richard. Theories of Development (Guilford 1999)

Duncan, Cynthia Worlds Apart (Yale University Press, 1999).

Rank, Mark. One Nation, Underprivileged. (Oxford University Press 2004)

Schiller, Bradley R., The Economics of Poverty and Discrimination (Englewood Cliffs, N.J.: Prentice Hall, 2004 edition).

Other books that you may find as useful supplements are also on reserve at this library located in the Agricultural Administration Building.

***All other readings are available for you to download electronically.** Noted under each reading, is how you can download each of these readings: through the OSU's library electronic reserve via Carmen; directly on-line via the OSU OSCAR journal system; and for two articles, from my web-page <http://www.ag.ohio-state.edu/~hcrd/staff/lobao.html>*

Part I Social Stratification and Poverty: Sociological Theoretical Perspectives, Concepts and Measures

March 27

April 3 Poverty and Rurality: Concepts, Definitions, Measurement.

a. Bradley R. Schiller, The Economics of Poverty and Discrimination (Englewood Cliffs, N.J.: Prentice Hall, 2004), Chapters 1, 2, and 3 (pp. 1-66).

b. Alan Krueger, "The UN Aims to Cut Poverty in Half" New York Times, 2/5/2005. Available: Lobao web-page, <http://www.ag.ohio-state.edu/~hcrd/staff/lobao.html>

- c. Alkire, Sabina, "Dimensions of Human Development", World Development, 2002. Volume 39, Number 2, pp. 181-205. *Available: OSU OSCAR journal system.*
- d. Jensen, Leif, Diane McLaughlin and Tim Slack. 2003. "Rural Poverty: The Persisting Challenge." In Challenges for Rural America in the 21st Century, edited by David L. Brown and Louis E. Swanson. University Park, PA: Pennsylvania State University Press. *Available: OSU's library electronic reserve, titled: Challenges for Rural America.*
- e. "Social Exclusion: The European Approach to Social Disadvantage," by Hilary Silver and S.M. Miller, *Poverty and Race Research Action Council* (www.prrac.org), 2002. *Available: Lobao web-page, http://www.ag.ohio-state.edu/~hcrd/staff/lobao.html*
- f. David Newman, "The Architecture of Stratification: Social Class and Inequality," Sociology: Exploring the Architecture of Everyday Life, Sage, 2002, pp. 277-319. *Available: OSU's library electronic reserve, titled: Sociology: Exploring the Architecture of Everyday Life.* (Review: for those needing background on the topic of stratification).

April 10 Explanations of Poverty: Individual-Level Approaches
(the culture of poverty, human capital, and status attainment and their critiques)

- a. Schiller, Chapters: 4, Labor Force Participation (pp. 67-89); 5, The Working Poor (pp. 90-106) ; 7, Family size and structure (pp. 125-139) ; 8, The Underclass: Culture and Race (pp. 140-155); 9 Education and Ability (pp. 156-169)
- b. Rank, Chapters 1, 2 and 3, pp. 1-82.

April 17 Explanations of Poverty: Political Economic and Other Structural Approaches.

- a. David Brown and Marlene Lee, "Persisting Inequality between Metropolitan and Non-metropolitan America: Implications for Theory and Policy." Pp. 151-167 in A Nation Divided, Cornell University Press 1999. *Available: OSU's library electronic reserve, titled: A Nation Divided.*
- b. Schiller, Chapter 10, Discrimination in the Labor Market, (pp. 174-191).
- c. Peet, pp. 91-106, 115-118.
- d. Rank, Chapters 4, 7, 8, and 9.

April 24 Spatial-Structural Explanations of Poverty: Uneven Development and the Geography of Poverty.

- a. Michael Storper and Richard Walker, "The Inconstant Geography of Capitalism," pp. 6-35 in The Capitalist Imperative (Basil Blackwell, 1989). Available: OSU's library electronic reserve, titled: *The Capitalist Imperative*
- b. Lobao, Linda, 2004. "Spatial Inequality: Continuity and Change in Territorial Stratification Processes." Rural Sociology Volume 69, Issue#1, pp. 1-30. Available: OSU OSCAR journal system.
- c. Duncan, Worlds Apart, pp. ix-72
- d. Kapur Mehta Aasha and Amita Shah. 2003. "Chronic Poverty in India: Incidence, Causes, and Policies." World Development, Volume 31, Issue #3, March 2003, pp. 491-511. Available: OSU OSCAR journal system.

Part II Rural Poverty in the United States

May 1 Gender, Race and Ethnicity, and Region

- a. Duncan, Worlds Apart, pp 73-151
- b. RSS Task Force, Persistent Poverty in Rural America, Chapter 6, Racial and ethnic minorities, (pp. 174-199), and Chapter 7 "Women and Persistent Rural Poverty" (pp.200-229). Available: OSU's library electronic reserve, titled: *Persistent Poverty in Rural America*

May 8-15 Farming, Rural Development, and State Policy

- a. Linda M. Lobao, Locality and Inequality (The State University of New York Press, 1990) Chapters 1-4; skim Chapter 5; Chapter 6; Chapter 9.
- b. Dan Lichter and Leif Jensen, 2002 "Rural America in Transition" pp. 77-110 in Rural Dimensions of Welfare Reform, edited by Bruce Weber, Greg Duncan, and Leslie Whitner. W.E. Upjohn Institute, Kalamazoo, MI. Available: OSU's library electronic reserve, titled: *Rural Dimensions of Welfare Reform*.
- c. Duncan, Worlds Apart, pp.152-208
- d. J. Brian Brown and Daniel T. Lichter, "Poverty, Welfare, and the Livelihood Strategies of Nonmetropolitan Single Mothers."2004 Rural Sociology, Volume 69, Number 2, pp. 282-301. Available: OSU OSCAR journal system.

- e. Todd Swanstrom et. al, *Economic Inequality and Public Policy: The Power of Place, City and Community*, December 2002, pp. 349-371. *Available: OSU OSCAR journal system.*

Part III Poverty and Developing Nations

May 22 Theoretical Perspectives and Overview of Poverty in the Third World

- a. Peet. *Sociological Theories of Modernization* (pp. 71-90); *Dependency and World Systems Theory and critiques* (pp. 107-114, 118-122); *Post-structuralism* (pp.123-162); *Feminist Theories* (pp163-194).
- b. David Hulme and Andrew Shepherd, "Conceptualizing Chronic Poverty," *World Development*, 2003 Volume 31, Issue #3, pp. 403-423. *Available: OSU OSCAR journal system.*
- c. De Janvry, Alain and Elisabeth Sadoulet. 2000. "Rural Poverty in Latin America: Determinants and Exit Paths." *Food Policy* Volume 25, pp. 389-409. *Available: OSU OSCAR journal system*

May 29 Issues in Rural Poverty Research in Developing Countries.

- a. Das, Raju, 2002. "The Green Revolution and Poverty." *Geoforum* Volume 33, pp. 55-72. *Available: OSU OSCAR journal system.*
- b. Wobst, Peter and Channing Arndt. 2004. "HIV/AIDS and Labor Force Upgrading in Tanzania." *World Development*, Volume 32, Issue #11, pp. 1831-1847. *Available: OSU OSCAR journal system.*
- c. Koopman, Jeanne. *The Hidden Roots of the African Food Problem*, from the *Women, Gender, and Development Reader* pp. 132-141. *Available: OSU's library electronic reserve, titled: The Women, Gender, and Development Reader.*
- d. Rakowski, Cathy, "Microenterprise as a Worldwide Movement: Cautionary Notes." *Social Development Issues*, Volume 21, pp. *Available: OSU's library electronic reserve, titled: Social Development Issues.*

SELECTED SOURCES OF USEFUL MATERIAL FOR THIS CLASS AND FOR YOUR RESEARCH PAPERS/REVIEWS

Web-Based Mapping Sites

Global poverty/Quality of Life Mapping/Charts

OSU Database, the World Data Analyst Online <http://library.ohio-state.edu/search/y?SEARCH=world+data>. With it you can create comparative tables and charts for all countries of Latin America and the world, presenting demographic, trade, economic, education, health, transportation, communication, and military statistics and data

Mapping site for quality of life indicators <http://www.sasi.group.shef.ac.uk/worldmapper/>

Global poverty mapping <http://www.povertymap.net/>

Segregation mapping: s4.brown.edu website produced by John Logan. Lots of segregation data by city.

Web-Sites from Organizations Addressing Poverty and Other Web-Based Material

Rural Policy Institute

<http://www.rprconline.org> This is the website for Rupri, Rural Policy Institute, which produces reports about rural poverty.

Institute for Women's Policy Research

<http://iwpr.org> This organization's website contains much information about women's work and well-being, family well-being, and child care

Annie E. Casey Foundation

<http://www.aecf.org> This organization's website contains a variety of reports about children and families. A recent report dealing with low income workers is: *Working Hard and Falling Short, America's Working Families and the Pursuit of Economic Security*.

The Role of Education: Promoting the Economic and Social Vitality of Rural America. This 72-page full-color publication is the result of more than three years of research conducted in partnership by the Southern Rural Development Center (SRDC), the USDA Economic Research Service (ERS) and the Rural School and Community Trust. It offers insight into the important and often fragile relationship between rural schools and communities in America. The report comprises nine articles divided into three area-specific sections: (1) Education, Human Capital and the Local Economy, (2) Links between Rural Schools and Communities and (3) Creating Successful Rural Schools and Students. This report can be downloaded in Adobe Acrobat at SRDC: <http://srdc.msstate.edu/publications/ruraleducation.pdf>

Population Reference Bureau www.prb.org has numerous reports on demographic change, well-being, and a recent series of reports on Appalachia.

USDA, Rural Well-Being

<http://www.ers.usda.gov/AmberWaves>—this site contains a wealth of current information and reports about well-being in rural America. It also contains material on global agricultural trade.

Child Trends

<http://www.childtrends.org/PDF/Prop10IndicatorBook.pdf>— *this is a book about social indicators*

Institute for Responsible Wealth

<http://www.responsiblewealth.org> This is an organization of wealthy people who argue for a view that “they didn’t do it alone”—that they were successful because of public schools and help from their local community and government. They lobby for the need to keep the estate tax.

Good Jobs First

<http://www.goodjobsfirst.org>

A non-profit organization which produces reports on the effects of business on communities, tax incentives and hidden tax payer costs to recruit new businesses, build stadiums etc.; effects of Wal-Mart and other businesses on community poverty rates, health insurance, etc.

The Hunger Report, Bread for the World website:

<http://www.bread.org/institute/hunger_report/2005-pdf.htm>

Recent debates: cost of living and poverty rates

“Poverty over Time and Location: An Explanation of Metro-Nonmetro Differences” by John M. Ulimwengu and David S. Kraybill. *American Journal of Agricultural Economics*, 86, 2004 pp. 1281-1288. This article is among recent ones that uses housing costs to adjust for cost-of-living differences. In doing so, the authors find that income to needs is actually higher in nonmetro areas and long term probability of remaining poor is less in nonmetro areas. See also The National Poverty Center, Gerald R. Ford School of Public Policy, University of Michigan, *How Sensitive is the Geographic Distribution of Poverty to Cost of Living Differences?* *Working Paper #04-13, August 2004* By Dean Jolliffe available on-line at <http://www.umich.edu/publications>

Debates on the Effects of Globalization on Poverty: See the journal *World Development*, various issues.

Books of Interest

When Work is Not Enough: State and Federal Policies to Support Needy Workers, by Robert P. Stoker and Laura A. Wilson, Brookings Institution Press, 2006.

Ordinary Poverty: A Little Food and Cold Storage, by William DiFazio, Temple University Press, 2005.

Differences That Matter: Social Policy and the Working Poor in the United States and Canada, by Dan Zuberi, Cornell University Press, 2006.

Unequal Chances: Family Background and Economic Success, edited by Samuel Bowles, Herbert Gintis, and Melissa Osborne, Princeton University Press, 2005.

Poverty or Development: Global Restructuring and Regional Transformations in the U.S. South and the Mexican South, Richard Tardanico and Mark Rosenberg (editors), Routledge 2000.

The New Geography of Global Income Inequality by Glenn Firebaugh, Harvard University Press, 2003.

Social Inequality edited by Kathryn Neckerman, Russel Sage Foundation, 2004.

The Meritocracy Myth by Stephen J. McNamee and Robert K. Miller Jr., Rowman and Littlefield, 2004.

Rooted in Place: Family and Belonging in a Southern Black Community, by William Falk, Rutgers University Press, 2003.

Night Comes to the Cumberlands, by Harry M. Caudill, Jesse Stuart Foundation, 1963 ISBN 1931672008
A classic book on Appalachia.

The Invisible Farmers, Carolyn Sachs, Rowman & Littlefield, June 1983, ISBN 0865980942

As You Sow, Walter Goldschmidt, Rowman & Littlefield, Jan. 1978, ISBN 0916672115

Harvest of Rage, Joel Dyer, Westview Press, Aug. 1998, ISBN 0813332931

Rural Radicals, Catherine McNichol Stock, Penguin USA, Dec. 1997, 0140268472

Pigs, Profits, and Rural Communities, Kendall Thu and E. Paul Durrenberger, SUNY Press, Sept. 1998, ISBN 0791438872

Making Ends Meet, Kathryn Edin and Laura Lein, Russell Sage Foundation, March 1997, ISBN 087154234X

Wealth and Democracy: A Political History of the American Rich, Kevin Phillips, Random House.

Children of the Land, Glen Elder and Rand Conger, University of Chicago Press, 2000, ISBN 0226202666

Debt and Dispossession: Farm Loss in America's Heartland, Kathryn Marie Dudley, University of Chicago Press, May 2002, ISBN 0226169138

Working Hard and Making Do, Joan Smith and Margaret Nelson, University of California Press, May 1999, ISBN 0520215753

Poverty in America: A Handbook, John Iceland, 2003. University of California Press.

Indian Reservations in the United States: Territory, Sovereignty and Socioeconomic Change, Klaus Frantz and Frantz Frantz, University of Chicago Press, Aug. 1999, ISBN 0226260895

Learning to Labor, Paul E. Willis, Columbia University Press, October 1981, ISBN 0231053576

Fast Food Nation, Eric Schlosser, Harper Collins, January 2002, ISBN 0060938455

Waltzing with the Ghost of Tom Joad: Poverty, Myth, and Low Wage Labor, Robert Lee Maril, University of Oklahoma Press, 2000 ISBN 0806132558

Illusions of Prosperity: America's Working Families in an Age of Economic Insecurity, Joel Blau, Oxford University Press, 1999.

Understanding Poverty, edited by Sheldon H. Danziger and Robert H. Haverman, Russell Sage Foundation, 2001.

**SYLLABUS: Rural Sociology 678
Women in Rural Society**

Spring 2004

Instructor: Dr. Linda M. Lobao

Office: 214 Agricultural Administration Building

Phone: 292-6394, e-mail lobao.l@osu.edu

Office Hours: Thursday and Friday 1:00-3:00 PM and by appointment

Course Description

This course examines women, work, and inequality in rural society from a comparative, cross-national sociological perspective. It focuses on women's roles in agriculture, other economic, particularly environmentally-related sectors, and household production and reproduction. We are concerned with how women's lives are shaped by social and economic change, such as transformations in the division of labor and global economy, state policy, and in the case of the developing world, the policies and technologies introduced by donor nations. In addition, we are concerned with women's active response to social and economic change, particularly as it is manifested politically. The first part of the course gives an overview of sociological and other social science perspectives on women's work and social positions. The second part discusses rural women in developing nations of the global South. The third part discusses women in transition, crossing borders from traditional rural settings to other nations and urban settings. The fourth part examines rural women in the U.S. and it draws comparisons between the status and work roles of rural women in developed and developing societies.

The course has a seminar format. It is centered upon student discussion, critique of the readings, and presentation of course material.

Course Objectives

1. To provide the student with a comparative, sociological view of rural society and an understanding of women's social and economic contributions to such society.
2. To understand the impact of social, economic, and environmental changes on the statuses and work roles of women in rural society; and conversely, to understand how women respond actively to change and shape the social structure around them. Our focus is on women's work and inequality in rural society.
3. To understand and to be able critique the sociological theoretical and methodological

approaches presented in the readings.

Course Requirements and Grading

This course will have three sets of written requirements in regard to grading: (1) a mid-term take-home examination; (2) a term paper on a topic that is mutually agreeable; (3) two short position papers, or critical essays about the readings. In addition, each student will participate in a group assignment that involves leading discussion of readings for one class period.

Your grade will be determined in the following way. The midterm exam and the term paper count 25% and 35%, respectively, toward your final grade. Each position paper counts 10%. An evaluation of your group performance and other class participation will count the remaining 20%. Criteria regarding class participation will be: (1) that your class participation reflects thoughtful consideration of the required readings, clearly demonstrating your knowledge, questions, and concerns about the topics introduced in the readings for each week; and (2) that you are consistent in class participation, which means that you contribute to each day's discussion and also that you are present for the full class time for each class (if you miss part of any class, note that this will be recorded as a "partial attendance"). *Please be sure that you attend each class. Your input to class discussion is very important!*

Required Readings:

1. Christine Harzig, Peasant Maids, City Women (1997 Cornell University Press).
2. Carolyn Sachs, Gendered Fields: Rural Women, Agriculture, and Environment (Westview Press, 1996)
3. Ester Boserup, Women's Role in Economic Development (reprinted by Earthscan Publications Limited, London, 1989) (Still on back-order at OSU Bookstore).
4. Janet Townsend, Women's Voices from the Rainforest (Routledge, 1995)
5. Barndt, Deborah. Tangled Routes: Women, Work, and Globalization on the Tomato Trail. (Rowman and Littlefield, 2002).
6. Other readings: course packet of readings available at the Agricultural Administration Library. Note: one article-week 7-is available on-line through OSCAR.

List of Topics and Required Readings

I. STUDYING GENDER AND GLOBAL CHANGE IN RURAL PLACES

Week 1, March 31 Overview of course.

Begin discussion of topic. Grading and Administrative Procedures.

Weeks 2 and 3 Sociological Theory, Gender, and Global Change

April 7, 14 .

Carolyn Sachs, Gendered Fields (Boulder, CA: Westview Press, 1996).
Chapters 1, 2, and 3 "Situating Rural Women in Theory and Practice", "Feminist Theory and Rural Women," "Rural Women and Nature" (pp. 1-43).

"Buffalo Bird Woman" pp.110-122 in Native American Women's Writing, (Oxford, 2000).

Charles L. Harper and Kevin Leicht, "The Emerging Global System." (Chapter 12, pp. 264-293) from Exploring Social Change, Englewood Cliffs, N.J.: Prentice Hall Inc., 2002).

"Studying Gender: An Overview" pp.2-29 in Claire Renzetti and Daniel J. Curran, Women, Men, and Society, Boston: Allyn and Bacon, 2003.

"Sex, Gender, and Feminist Theory"pp. 167-193 in State Theories by Murray Kuttilla and Wendee Kubik, Zed Books, 2000.

II. RURAL WOMEN IN DEVELOPING SOCIETIES

This section deals with the social status and work of rural women in developing countries and women's response to social change. Topics include: women's contributions to agriculture and other economic sectors; the impact of economic development and state policy on women; and women's political response to social structural change; and rural women and environment.

Week 4, April 21 Women and Global Production I

Women's Role in Economic Development, Ester Boserup (original, New York: St. Martin's Press, 1970; reissued by Earthscan Publications, 1989). Chapters 1, 2, 3, 4, 10, 12 (pp.1-81, 174-193, 211-225).

Week 5, April 28 Women and Global Production II

Articles from Economic Development and Women in World Community edited by Roy et al. (1999) Chapter 1, "Economic Development and Women," Chapter 2, "Discrimination and Changes in the Status of Women," Chapter 7 "Women in South Asia with Particular Reference to India, Chapter 12 "The Magic of the Market and the Price Women Pay: Examples from Latin America and the Caribbean."

"Monogamy, Polygyny, or the Single State? Changes in Marriage Patterns in a Tanzanian Coastal Village," by Pat Caplan pp. 44-65 and "Born to Be Less Equal" by C. K. Omari and D.A. S. Mbilinyi pp.293-314 from Gender, Work, and Family in Tanzania (2000)

Week 6, May 5 Women of the Rainforest

Janet Townsend, Women's Voices from the Rainforest, Pp. 1-81, 123-167.

Week 7, May 12 Women's Response to Globalization

Joya Misra, "Gender and the World System,"

Wilma Dunaway "Women at Risk on the Cherokee Frontier," from Hall (ed.) A World Systems Reader, Rowman, 2000.pp 105-122, 195-208.

"From Feminising to Engendering Development", by Cathy McIlwaine and Kavita Datta, Gender, Place, and Culture, Volume 10, No. 4, December 2003, pp. 369-382. (Available through OSU OSCAR, on-line journals).

III. WOMEN IN TRANSITION: CROSSING BORDERS AND MOVING FROM TRADITIONAL RURAL SETTINGS

Week 8, May 19 Crossing Borders Historically: Immigration from Rural Europe to the U.S.

Peasant Maids, City Women pp. 1-97, pp. 143-181, pp. 299-338.

Week 9, May 26 Women and Commodity Chains in the U.S. and Cross-Nationally

Tangled Routes: Women, Work, and Globalization on the Tomato Trail, pp. 1-81, pp. 155-228.

IV. FARM AND RURAL WOMEN IN THE U.S. AND COMPARATIVELY

Week 10, June 2

Contemporary Rural and Farm Women and their Responses to Change

L. Lobao and K. Meyer, "Economic Decline, Gender, and Labor Flexibility in Family-Based Enterprises: Midwestern Farming in the 1980s," Social Forces, 1995 74 (2):575-608.

"Women and Persistent Rural Poverty", Rural Sociological Society Task Force Report, 1993 Chapter 7, pp.200-229.

"Rural Women: New Roles for a New Century." pp. 109-117 by Ann Tickamyer and Deborah Henderson, in Challenges for Rural America in the 21st Century, 2003.

Rural women in Comparative Perspective

Fagan, G. H. "Cultural Politics and (post) Development Paradigm(s) (pp. 178-195 in Critical Development Theory: Contributions to a New Paradigm. Zed Books, 1999.

Carolyn E. Sach's, Gendered Fields, Chapter 4, Rural Women's Connections to the Land (pp. 45-66), Women on Family Farms: A Reappraisal," (pp. 123-140) "Global Restructuring, Local Outcomes, and the Reshaping of Rural Women's Work," and "Conclusions" 9 pp (141-180).

Steven Lopez
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SOC 464: WORK, EMPLOYMENT & SOCIETY
Winter 2004
Tuesday-Thursday 11:30-1:18

We're living through one of history's great transition periods. The unionized industrial work that created America's famous postwar blue-collar prosperity is being replaced by a combination of new professional and technical occupations and low-wage service jobs. These social changes have important consequences for us as individuals and for our society as a whole – because the kind of work we do and the conditions under which we do it define our identities, shape our social lives, and determine our standards of living. Examining working conditions, the experience of work, and authority relations in these changing contexts is one way to understand what sort of society we've had in the past – and what sort of society we're becoming.

REQUIRED READING:

1. Course pack.
2. Ehrenreich, Barbara. *Nickel and Dimed: On (not) Getting By in America*.

Both of these items are available for purchase at the Student Textbook Exchange, 1806 North High Street, tel. 291-9528. If you want to purchase the course-pack online, you can do so at

<http://www.zippublishing.com/CourseIndex.html>

For a few extra dollars, they will deliver it to you so you don't have to wait in line at the bookstore.

STUDENT REQUIREMENTS AND RESPONSIBILITIES

1. Reading Assignments. In this course, you won't be reading from a textbook that has pre-digested and summarized "what you need to know." Science isn't cut-and-dried knowledge – rather it's the back-and-forth of arguments, evidence, debates, controversies. Therefore I've put together a reader containing excerpts from many different books, so that we can examine contrasting and opposing arguments and

perspectives about the nature of work in capitalism and how it's changed over the last hundred years.

Also, although I will give some lectures, I don't teach this course as a series of lectures. Instead, we're going to read the materials together and decide through discussion and debate what we think of the ideas and evidence they contain. In the main, my role will be to facilitate and guide these discussions. As much as possible, I will limit lecture to providing necessary background to the readings.

Two things follow from the fact that the focus of the course is on the ideas of the writers whose work we will be exploring and comparing:

1. You need to come to class. Your attendance is crucial.
2. You need to read and think about the readings before you come to class, so that we can discuss them together.

In order to assist you with your reading, I have prepared discussion questions for each week's readings. You can download the discussion questions in .pdf format at

<http://www.sociology.ohio-state.edu/classes/soc464/lopez/spr03TR>

You should use these study questions, before coming to class, to help you read the material. We will also generally use the study questions to structure our discussions. **ALL STUDENTS NEED TO BRING THEIR READERS TO CLASS EVERY TIME.** We'll be engaging in close readings of the texts together. You need to have your text, otherwise, this will be impossible.

Rules for class discussion: The key thing here is to respect one another. The classroom should be a safe place to try out new ideas. We don't have to agree – hopefully we'll have all kinds of disagreements – but we have to treat one another with respect. That means listening while other people are talking, and taking their ideas seriously, even if they are half-formed.

2. Reading Summaries. Each of you will turn in **10 reading summaries** during the quarter. There are 16 class sessions with required reading assignments, which means that you can choose which 6 class sessions not to turn in a reading summary. You are still expected to do the reading and come to class, even when you are not turning in a reading summary. The reading summaries should be typed so I don't have to struggle to decipher people's handwriting.

The reading summaries should be short. The purpose of the summary is simply to convince me that you read the assigned reading all the way through at least once. You don't have to go into great loads of detail, nor do you have to break down a nuanced argument into all its component pieces – we'll do that together in class. There is no

specific minimum, but here's a maximum limit not to exceed: never turn in more than half a page (single spaced, Times New Roman, 12 point type) for a given class session.

I will grade the reading summaries on a "not done"; "done minimally"; and "done well" basis. A grade of "0" means "not done." You didn't turn it in (or you didn't turn it in on time) OR you did turn it in but I can't tell from what you wrote that you actually read the material. A grade of "1" means "done minimally." I can tell that you made a real attempt to read the assignment. A grade of "2" means "done well." I can tell that you read the entire assignment, carefully, at least once.

NOTE: READING SUMMARIES ARE DUE AT THE BEGINNING OF CLASS!!

I will not accept any late reading summaries under any circumstances. Don't bother putting them under my office door, or in my mailbox, or emailing them to me. Since you get to choose six class sessions not to turn in reading summaries, I will not accept any excuses for late or missing reading summaries. If you turn in fewer than ten, it will affect your grade.

3. Student presentations. Each of you will make **one** short, informal presentation to the class this quarter. Basically, I am asking each of you to read one book that's relevant to the course and give a brief (5-10 minute), informal report to the class. Book assignments will be by lottery. Many of the books I've chosen are available in the library, but if not you should be able to purchase your book cheaply online.

Don't panic about this! I want you to take it seriously BUT I'm not asking you to prepare reams of information for a formal presentation. Your presentation in class should take no more than five to ten minutes at the absolute maximum. I don't want you reading a prepared speech – just come prepared to share what you've learned with the rest of us. If you have questions about your assignment, I encourage you to come see me during my office hours and I'll help you however I can.

4. Exams. There will be two exams – a midterm (Tuesday, May 6) and a final. Each exam will consist of two essay questions to be answered in class. One week before the midterm and two weeks before the final, I will provide you with a list of potential exam questions. The actual questions will be drawn from these lists.

If you miss an exam, you will be permitted to make it up IF the following three conditions are met: (1) you have a legitimate excuse, like a serious illness or a close encounter with aliens; (2) you can document the reason for missing the exam (that probably rules out the alien encounter); and (3) you contact me by email or phone as soon as you find out there is a problem, or as soon as is practically possible thereafter.

COURSE GRADES

Your grade in this course will result from the following:

- | | |
|--|------------------------|
| 1. Attendance and Participation: | 10% of the final grade |
| 2. Reading Summaries: | 20% of the final grade |
| 3. Student Presentations: | 20% of the final grade |
| 4. Mid-term Exam (Tuesday, May 6): | 25% of the final grade |
| 5. Final Exam (week beginning June 9): | 25% of the final grade |

ACADEMIC MISCONDUCT:

Academic misconduct includes cheating (use of unauthorized materials, assistance on individual assignments or exams, etc.), fabrication (the falsification of information in an academic exercise), plagiarism (the presentation of ideas or statements of another person as one's own), and facilitating academic misconduct (helping another student to do any of the above). Any and all suspected cases of academic dishonesty will be dealt with according to university procedures. See your student handbook for further information on academic dishonesty and the accompanying procedures and penalties.

SCHEDULE OF CLASSES

Introduction

Is work good or bad for us? Should we live to work or work to live? Another way to put the question is to ask: What does freedom mean in modern society? Can you be free AT work, or must we content ourselves with seeking freedom AWAY from work?

Tuesday, January 6
No Readings

Thursday, January 8

1. Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, pp. 47-62.
2. Benjamin Franklin, *The Autobiography of Benjamin Franklin*, pp. 89-94. The selection to be read begins with the first new paragraph on p. 89, which starts, "It was about this time that I conceiv'd the bold and arduous Project of arriving at moral Perfection."
3. Bertrand Russell, "In Praise of Idleness," in Vernon Richards, ed., *Why Work?*

The Division of Labor in Capitalism

A complex division of labor is part of what makes "modern" societies different from traditional societies. The division of labor is a simple idea, but it has complex and far-reaching implications. This week, we examine two important social theorists' views of the positive and negative aspects of the division of labor as it functions in capitalism.

Tuesday, January 13

1. Adam Smith, *The Wealth of Nations*, pp. 3-16 and pp. 64-86.

Thursday, January 15

2. Karl Marx, "The Communist Manifesto," Part I, pp. 6-20 in *Marx and Engels: Basic Writings on Politics and Philosophy*, edited by Lewis Feuer.
3. Karl Marx, "Wage-Labour and Capital, pp. 203-217 in *The Marx-Engels Reader*, edited by Robert C. Tucker.

Work in the early 20th century

At the turn of the century, the US economy was about to make an important transition from the small-firm, competitive capitalism of Smith and Marx to a new form of capitalism – monopoly capitalism – in which large firms engaged in reduced competition through oligopoly. This week, we examine the "drive system" of management employed by most firms in the early 20th century, in order to understand its shortcomings from the point of view of workers and capitalists alike.

Tuesday, January 20

1. Sanford Jacoby, *Employing Bureaucracy*, pp. 13-23: "The Way it Was: Factory Labor Before 1915."
2. Upton Sinclair, *The Jungle*, pp. 70-78.
3. Richard Edwards, *Contested Terrain*, pp. 57-65.

Student Presentations: Working conditions in the early 20th century

Thursday, January 22

4. F. W. Taylor, *The Principles of Scientific Management*, pp. 30-64.

Student Presentations: Working conditions in the early 20th century

Fordism and Monopoly Capitalism

By the end of the 1940s, a new employment regime had solidified in the United States. In the core industrial, transportation, and communication sectors of the economy, large corporations with highly-bureaucratic employment practices engaged in collective bargaining with trade unions, often on an industrywide pattern basis, to negotiate the rules by which both labor and capital would abide. This new employment system introduced a new level of rationality and stability for corporations and workers alike – but it also introduced new sources of discontent for workers and new rigidities for firms.

Tuesday, January 27

1. Daniel Bell, *The End of Ideology*, from "Work and its Discontents," pp. 235-242
2. Alvin Gouldner, *Patterns of Industrial Bureaucracy*, pp. 15-69.

Video: Struggles in Steel

Thursday, January 29

3. Michael Burawoy, *Manufacturing Consent*, pp. 46-73 and 95-120.

Globalization, De-Industrialization, and the Assault on Organized Labor

As Europe and Asia recovered from the devastation of World War Two, the competitive position of US firms in the global economy began to erode. By the 1970s and 1980s, rigidities that American firms had originally accepted in order to elicit consent and stability were now perceived by corporate leaders as serious liabilities. Corporations now blamed labor unions for the crisis of profitability, restructured production on a global scale, and in the process, reneged on their postwar promise to deliver continuously rising standards of living. This week we examine what Bennett Harrison and Barry Bluestone have called “The Great U-Turn.”

Tuesday, February 3

1. OPTIONAL READING: Ben Hamper, *Rivthead: Tales From the Assembly Line*, pp. xvii – 14.

Film, “Roger and Me,” by Michael Moore.

Thursday, February 5

2. OPTIONAL READING: Ben Hamper, *Rivthead: Tales From the Assembly Line*, pp. 48-67.

Discussion of “Roger and Me.”

Student Presentations: Union Busting

Tuesday, February 10

MIDTERM EXAM – No Readings

Working in the New Economy 1: Managerial, Technical, and Professional Work

In 1900, professional, managerial, and technical employment comprised only about 4 percent of the work force. Today it’s about 20 percent. When people talk about the “new economy” or the “knowledge-based economy”, they are talking mainly about this 20 percent: these are workers who deal less with people and things than with ideas and symbols. Although the American Dream is becoming less and less accessible to factory workers and (as we will see) to low level service workers, it is alive and well for some, though not all, “symbolic analysts.” This week we’ll explore how changes in employment practices affect this fortunate fifth of the American work force.

Thursday, February 12

1. Robert Reich, *The Work of Nations*, pp. 171-184.

Tuesday, February 17

2. Sean O'Riain, "Irish Software Developers," in Burawoy, et al., *Global Ethnography*, pp. 175-202.
3. Jill Fraser, *White Collar Sweatshop*, pp. 135-159.

Student Presentations: White Collar Jobs

Working in the New Economy 2: Service Work

Despite the common assumption that the new economy is all about high technology and knowledge work, some of the fastest-growing occupations are actually low-level service jobs. Some of these occupations, like data entry and telemarketing, are relatively new. Others, like waitressing and retail employment, have always been part of the economy, but were never part of the industrial class bargain enjoyed by unionized manufacturing workers. This week and next, we examine the nature of work, working conditions, and corporate strategies of control in the burgeoning service sector.

Thursday, February 19

1. Arlie Hochschild, *The Managed Heart*, pp. 89-136.

Student Presentations: Service Jobs

Tuesday, February 24

2. Vicki Smith, *Crossing the Great Divide: Worker Risk and Opportunity in the New Economy*, pp. 24-52.
3. Robin Leidner, "Rethinking Forms of Control," pp. 29-49 in *Working in the Service Society*, edited by Cameron Macdonald and Carmen Sirianni.

Student Presentations: Service Jobs

Thursday, February 26

4. Barbara Ehrenreich, *Nickel and Dimed*, pp. 121-191.

Student Presentations: Service Jobs

Tuesday, March 2

5. Jennifer Pierce, "Reproducing Gender Relations in Large Law Firms: The Role of Emotional Labor in Paralegal Work," pp. 184-219 in *Working in the Service Society*, edited by Cameron Macdonald and Carmen Sirianni.

Student Presentations: Service Jobs

Working in the New Economy 3:

The underground economy and the return of sweatshops

At the very bottom of the new economy are those who are either excluded from it in different ways or who are incorporated into it through forms of exploitation we often think of as belonging to the 19th century. In this section of the course, we look at two forms of exclusion – homelessness and criminalization – and two forms of coercive incorporation – workfare and sweatshops.

Thursday, March 4

1. Frances Fox Piven, “Welfare and Work,” pp. 83-99 in *Whose Welfare*, edited by Gwendolyn Mink.
2. Teresa Gowan, “Excavating ‘Globalization’ From Street Level: Homeless Men Recycle their Pasts,” pp. 74-105 in *Global Ethnography*, by Michael Burawoy et al.

Student Presentations: Day Labor and Homelessness

Tuesday, March 9

1. Philippe Bourgois, *In Search of Respect*, pp. 91-105.
2. Edna Bonacich and Richard Appelbaum, *Behind the Label*, pp. 164-199.

Student Presentations: Child Labor and Slavery in the Global Economy

Worker Struggles in the New Economy

Workers’ struggles for better working conditions early in the twentieth century produced a class bargain that lasted about four decades. We have seen in the second half of this course how the collapse of the class bargain has opened the door to heightened prosperity for some while condemning others to working poverty and worse. This week, we conclude the course by examining contemporary struggles for justice in the workplace. We look here at efforts to fight sweatshops, the movement against GATT and WTO, and at new efforts by labor unions to try to rebuild their movement by organizing low-wage service workers.

Thursday, March 11

1. Bonacich and Appelbaum, *Behind the Label*, pp. 264-278 and 295-309

Student Presentations: Global Labor Rights Movements

Professor Claudia Buchmann
391 Bricker Hall
Phone: 247-8363
Email: buchmann.4@sociology.osu.edu

Winter 2007
Class: T, Th 11:30-1:18
Caldwell Lab 120
Office Hrs: Tues 1:30-3:30 and by appt.

SOC 597.01 Contemporary World Societies: Social Institutions and Social Change

To access Carmen Course Website go to <https://carmen.osu.edu> and enter your OSU username and password. Follow the instructions to get to the course website. Check this site regularly for course updates.

This course focuses on the globalization and global poverty. We will examine the impact of globalization on distinctive regions, and the ways nations and regions are responding to rapid globalization and economic change. We will pay particular attention to the causes and consequences of global inequality. Then we will compare various regions, examining their development strategies and unique challenges, given their position in the global economy. Asia, Africa and Latin American will be the primary regions of focus in this section of the course. Finally we will investigate various proposed solutions to 2 serious global crises: global warming and global poverty.

Sociology 597.01 fulfills the GEC Issues of the Contemporary World requirement. The key learning objectives of this GEC requirement are: 1) to learn and apply knowledge to contemporary issues using sociological perspectives and 2) to write about and conduct research on the contemporary world. This course will meet these goals by examining major theories of social change and surveying several important issues in contemporary world society, especially the process of globalization and its impact on particular world regions, global inequality, the environment. To fulfill the GEC requirements students will engage this material through regular attendance and participation in class discussions, a book review essay and other written assignments, and two exams testing knowledge of the course material.

Required Readings

There are 2 required books and several required articles for this course. Both books may be purchased at the University Bookstores. Additionally you will read a 3rd book that you can choose from a list of titles and on which you will write a book review essay. Articles are listed as A1, A2, A3... in the syllabus and are available at the Carmen Course website.

Books:

Kerbo, Harold R. 2006. *World Poverty: Global Inequality and the Modern World System*. New York: McGraw Hill.

Vogel, Ezra. 1991. *The Four Little Dragons: The Spread of Industrialization in East Asia*. Cambridge: Harvard University Press. ISBN 067431526x.

One additional book from a forthcoming list of several options, on which you will write a review essay.

Articles:

A1: Population Reference Bureau. 2004. "Transitions in World Population." *Population Bulletin* 59.

A2: Sachs, Jeffrey D., Andrew D. Mellinger and John L. Gallup. 2001. "The Geography of Poverty and Wealth." *Scientific American*. March 2001.

A3: Gereffi, Gary. 2001. "Shifting Governance Structures in Global Commodity Chains, With Special Reference to the Internet." *American Behavioral Scientist* 44:1616-37.

A4: Bales, Kevin. 1999. "The New Slavery." Pp. 1-33 in *Disposable People: New Slavery in the Global Economy*. Berkeley: University of California Press.

A5: Ellwood, Wayne. 2002. *The No Nonsense Guide to Globalization*. Oxford: Verso Press. Pp. 30-52.

A6: Lindsay, James M. 2001. "Global Warming Heats Up: Uncertainties, Both Scientific and Political, Lie Ahead." *Brookings Review* 26-9.

A7: Jeffrey Sachs. 2005. "The End of Poverty." *TIME Magazine*, March 14, 2005.

A8: Peter Singer. 2006. "What Should a Billionaire Give? And What Should You?" *The New York Times*, December 17, 2006.

One reason that Americans tend to know so little about the rest of the world is due to the U.S.-centric focus of American news media. I strongly encourage you to find good sources of international news coverage and refer to them regularly during the quarter. The *New York Times* is probably the best national newspaper in terms of global news coverage. It is available online after you register for free. The local PBS station, WOSU TV, airs the *Newshour with Jim Lehrer* at 6 p.m. which offers in-depth coverage of global issues. *National Public Radio* (NPR) on FM 90.5 (WCBE) is an excellent source of news coverage. All of these media sources have websites; use them to expand your horizons this quarter!
<http://www.nytimes.com>, <http://news.bbc.co.uk/>, <http://www.pbs.org/newshour/>, <http://www.npr.org/>

Course Requirements Your course grade will be based on class participation, a "current issues" paper, a book review essay, three geography quizzes, a midterm and a final exam.

In evaluating your class participation, I will consider your attendance and participation in class generally as well as in small group discussions that occur throughout the quarter. If you anticipate missing more than 3 classes during the quarter, I highly advise that you reconsider your decision to enroll in this class. I will take attendance regularly; if you have more than 3 unexcused absences during the quarter, your class participation grade will be an E.

Current Issues Paper: Four times during the quarter we will devote part of class to the discussion of current issues related to the topics covered in that section of the course. You will be responsible for contributing material to one discussion session during the quarter (sign-up sheet forthcoming). This will involve turning in a 3-page paper which links topics covered in class to a related issue, current event, personal experience, etc. (see course schedule for due dates). You should turn in the materials to which your comments pertain (i.e., newspaper or magazine article, web page, etc.) with your paper. You are responsible for presenting your issue and fostering discussion of it in a small group on the date for that session listed in the syllabus. If you are absent from class on the day you are to present your current issue, you will lose two letter grades on this assignment (e.g. a B+ becomes a D+).

Midterm Exam: A midterm exam will be held in class on Tuesday Feb. 6th. The exam will be comprised of short answer, multiple choice and short essay questions.

Geography Quizzes: There will be three quizzes testing your knowledge (spelling counts!) of all the countries in 1) Asia, 2) Africa and 3) Latin America. Maps to help you prepare for these quizzes are on pp. 165, 182 and 200 of the *World Poverty* book by Kerbo.

Book Review Essay: From a list of options, you will choose a book that delves deeper into one of the topics we are covering this quarter and write a 4-page review essay on this book. You will need to indicate the book you have chosen to read by Jan. 30th. More details are forthcoming.

Final Exam: The final exam will be on Wednesday March 14th from 11:30-1:18 p.m. Alternative scheduling of the final exam will be considered for only the most extreme circumstances.

These requirements will comprise your final grade as follows:

Class Participation	10%
Current Issues Paper and Presentation	15%
3 Geography Quizzes	10%
Book Review	15%
Midterm	25%
Final	25%
	<hr/> 100%

TENTATIVE COURSE SCHEDULE

<u>Date</u>	<u>Topic and Readings</u>	<u>Assignments Due</u>
TH Jan 4	Introduction to Course Global Inequalities: A portrait	
T Jan 9	Population and Poverty Kerbo p. 1-14, 21-24 Kerbo Ch. 2 A1: Pop. Ref. Bureau pp. 1-22, 32-37	
TH Jan 11	Theories of Global Inequalities Kerbo Ch. 3	
T Jan 16	Theories continued Film: Globalization: Winners and Losers A2: Sachs-1	
TH Jan 18	Strategies of Development Global Production Networks A3: Gereffi	Group #1 Current Issues Paper due
T Jan 23	Slavery/Sweatshops Current Issues Discussion #1 A4: Bales	
TH Jan 25	Film: Behind the Labels	
T Jan 30	Global Financial Networks A5: Ellwood	Book Choice due
TH Feb 1	The Debt Crisis and SAPs Film: Forgive Us our Debts	Group #2 Current Issues Paper due Midterm study guide distributed
T Feb 6	Midterm Exam	
TH Feb 8	<u>Regional Foci: Asia Africa and Latin America</u> The East Asian Dragons Current Issues Discussion #2 Vogel Ch. 1-3	
T Feb 13	East Asia Continued Vogel Ch. 4-5	
TH Feb 15	Film: Asia Rising Quiz #1: Asia	

T Feb 20	Africa	Kerbo pp. 149-152 Kerbo Ch. 7	
TH Feb 22	Africa continued Quiz #2: Africa		Group #3 Current Issues Paper due
T Feb 27	Latin America Current Issues Discussion #3	Kerbo Ch. 8	
TH Mar 1	<u>Global Crises, Global Solutions</u> Climate Change Film: An Inconvenient Truth Quiz #3: Latin America	Kerbo Ch. 10 A6: Lindsay	Book Review due
T Mar 6	The End of Poverty?	A7: Sachs-2 A8: Singer	Group #4 Current Issues Paper due
TH Mar 8	Current Issues Discussion #4 Review and Wrap-Up		Final Exam Study Guide distributed
W Mar 14	Final Exam Wednesday March 14, 2007 11:30-1:18 p.m.		

THE FINE PRINT:

If you need accommodation based on the impact of a disability, please contact me to discuss your specific needs. You may also contact the *Office of Disability Services* at (614) 292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodation for your documented disability. The course syllabus and materials are available in alternative formats upon request. For assistance, please contact Undergraduate Student Services (the Academic Advisor in Sociology and Criminology), 302 Bricker Hall, 292-1175. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until your fees are paid or you have met with a Sociology Advisor and a Financial Aid Counselor and are working to get your fees paid.

Sociology 597.02: World Population Problems– Autumn 2006

J. Brian Brown (PhD candidate)

COURSE WEBSITE

www.sociology.ohio-state.edu/jbb/soc59702

CLASS TIME

9:30-11:18 pm, Monday/Wednesday, MP 2017

OFFICE HOURS

Monday and Wednesday (by appointment)

11:30am-1:30pm

239 Journalism Bldg.

Office Phone: 688-5835

brown.1954@osu.edu

COURSE DESCRIPTION

Sociology 597.02 fulfills GEC Objectives:

1. Students synthesize and apply knowledge to contemporary issues using a sociological perspective.
2. Students write about or conduct research on the contemporary world.
3. Students apply skills in logic and computation to explore global issues.

The GEC goals for this course will be met through an exploration of several important issues in contemporary world society including population change, mortality and disease, environmental change, household demography, and terrorism. More specifically, the course will use a national and global framework that will facilitate the exploration of the following topics:

- The extent and nature of population change
- The causes and consequences of global population change
- Global inequality as relating to fertility, mortality, and migration
- Environmental problems and their relationship to population change
- The relationship between population and social policies

COURSE EXPECTATIONS

1. This is an upper-level course. Students should expect be able to demonstrate a knowledge-base developed in lower-level GEC courses.
2. This is not a textbook-based course. Learning how to interpret and critique scientific research in academic journals and policy briefs is fundamental to graduate education.

GROUND RULES

1. During discussions we will respect the ideas and opinions of your classmates.
2. Turn your mobile phone and pagers off.
3. Do not sleep in class or work on assignments for other courses.
4. If you need to leave class early, please let me know beforehand and sit near the door.
5. There are no make-ups for the exams or assignments. In the event of an emergency, contact me immediately.
6. If I have evidence of plagiarism I will turn you in to OSU's Committee on Academic Misconduct for a full (and fair) investigation.

GRADING

Exam 1 - 25%

Exam 2 - 25%

Four Assignments – 40% (10% each)

Five in-class pop quizzes over readings. (Low score dropped, 2.5% each) – 10%

A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69,
D 60-66, E 59 and below

COURSE MATERIALS:

- Population Reference Bureau Publications
- Journal Articles

COURSE SCHEDULE

Week 1

Sept 20 - Syllabus Overview

Week 2

Sept 25 – Overview of World Population Problems

Read: World Population: More Than Just Numbers

Sept 27 – Demographic Concepts and Methods (Part 1)

Read: Population Handbook (pp. 1- 23 and Glossary pp. 55-64)

Assignment 1 distributed

Week 3

Oct 2 – Demographic Concepts and Methods (Part 2)

Read: Population Handbook (pp. 25-36, 43-50 and Glossary pp. 55-64)

Oct 4 – Low Fertility

Read: Philip Morgan. Is Low Fertility a Twenty-First-Century Demographic Crisis?
Demography, Vol. 40, No. 4 (Nov., 2003), pp. 589-603

DUE: Assignment 1

Week 4

Oct 9 – HIV and AIDS

Read: How HIV and AIDS Affect Populations

Read: The Global Challenge of HIV and AIDS

Read: Case, Paxson, and Ableidinger. 2004. "Orphans in Africa: Parental Death, Poverty, and School Enrollment." *Demography* – 41 (3): 483-508.

Distribute Assignment 2

Oct 11 – Film: *Children Underground* (2001)

Read: Romania's Orphans: A Legacy of Repression

Week 5

Oct 16 – Discussion

DUE: Assignment 2

Oct 18 – Review

Week 6

Oct 23 – Exam 1

Oct 25 – Race and Health

Read: Population Handbook pp 37-39

Read: Why Invest in Newborn Health

Read: Hayward and Heron. 1999. "Racial Inequality in Active Life among Adult Americans." *Demography*. 1999 Feb;36(1):77-91.

Distribute Assignment 3

Week 7

Oct 30 – Migration

Read: International Migration: facing the challenge

Nov 1 – Film: *Maria Full of Grace*

Read: Williams, Alvarez, and Hauck. 2002. "My Name is Not Maria: Young Latinas Seeking Home in the Heartland." *Social Problems*, 49(4), 563-584

Week 8

Nov 6 – Discussion

DUE: Assignment 3

Nov 8 – Trends in the United States

Read: Population Handbook pp 39-41

Read: Smock 2000. "Cohabitation in the United States: An appraisal of research themes, findings, and implications." *Annual Reviews Sociology*, 26: 1-20

Week 9

Nov 13 – Trends in the United States (cont.)

Read: Poverty in America

Read: New Marriages, New Families: U.S. Racial and Hispanic Intermarriage

Nov 15 – Population and the Environment

Read: Critical Links: Population, Health, and the Environment

Distribute Assignment 4

Week 10

Nov 20 – Film: *Born into Brothels* (2004)

Read: India's Population: Reconciling Change and Tradition

Nov 22 – Discussion

Due: Assignment 4

Week 11

Nov 27 - Review

Nov 29 – Exam 2

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Sociology 597.02: World Population Problems– Autumn 2006

J. Brian Brown (PhD candidate)

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Week 8

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SPANISH 640 / INTERNATIONAL STUDIES 640

Spring 2005

GLOBALIZATION AND LATIN AMERICA: MULTIDISCIPLINARY APPROACHES

Abril Trigo

Office: Hagerty 242

Tel: 292-8695

Trigo.1@osu.edu

Office hours: Tuesdays and Thursdays 11:30 to 12:30 or by appointment.

DESCRIPTION

Despite the trendiness of the term and the opulent bibliography on the topic, which grows exponentially day after day, there is a great deal of confusion about the meanings of globalization. Such confusion is understandable indeed, given the contested status of a term that finds itself at the center of complex political struggles and ideological mystifications that pit globaliphilics and hyperglobalizers against globaliphobics and skeptics, not to mention the myriad of transformationalists or third way globalists, for the control of a global imaginary that, according to German philosopher Peter Sloterdijk, serves as a sort of negative ideology for these cynical postmodern times in which we live. What do we mean when we talk about *globalization* today? Is "transnational" equivalent to "international" or "multinational"? Is globalization a synonym for "postmodernity," or "New World Order," or "the information age," or "late capitalism," or a multiplicity of "scapes," or the ultimate "Empire"? Is there a "global culture"? And what does it mean? Is it a synonym for "cultural globalization" or "the globalization of cultures"? What is the role that culture plays in current global processes? Does culture have the same function in central economies and peripheral ones?

This course explores some of the current debates on globalization in Latin America and recent and interrelated transformations in the economies, politics, and cultures of the region. Several issues will be examined from different disciplinary perspectives: the impact of global pop culture, the informal economy, the culture of narco-trafficking, the rise of ethnic and social movements, transnational migrancy, and the supposed dissolution of the nation-state. Students will be encouraged to address topics relevant to their major(s) in an interdisciplinary manner. The course incorporates a series of guest lectures by experts in their fields (academics from OSU and other Universities).

GOALS

The main objective of this course is to promote an in-depth critical discussion on globalization and its diverse theories, and, more concretely, on the effects of economic and cultural global processes on Latin American societies. Additionally, students would be challenged to analyze these complex issues by practicing an interdisciplinary methodology, which ideally will generate a reflection on their specific fields of specialization.

TEXTS

- Fischer, William F. & Thomas Ponniah, eds. *Another World is Possible. Popular Alternatives to Globalization at the World Social Forum*. New York: Zed Books, 2003.
- Hoogvelt, Ankie. *Globalization and the Postcolonial World. The New Political Economy of Development*. Baltimore: John Hopkins UP, 1997.
- Hopenhayn, Martin. *No Apocalypse, No Integration: Modernism and Postmodernism in Latin America*. Durham, NC: Duke University Press, 2001
- Petras, James. *The New Development Politics. The Age of Empire Building and New Social Movements*. Burlington, VT: Ashgate, 2003
- Rifkin, Jeremy. *The Age of Access. The New Culture of Hypercapitalism, Where All Life Is a Paid for Experience*. New York: Penguin/Putnam, 2000
- Sklair, Leslie. *Globalization. Capitalism & Its Alternatives*. New York: Oxford University Press, 2002

About 4 books (paperbacks) will be required; other 2 or so will be recommended and selections made available through reserves or on WebCT/Carmen. Additional articles available in WebCT/Carmen.

GRADING

Class participation	20%
Research report	20%
Draft Research paper	20%
Final Research paper	40%

These grading criteria are applicable to both undergraduate and graduate students. However, graduate students are expected to produce a more substantial research paper, both in extension (10-15 pages for undergraduates; 15-20 pages for graduate and professional students) and theoretical/critical content. The topics will be determined during the first week of classes according to the students' interests and the class schedule. Students could choose an interdisciplinary methodology, or a more specifically economic, political, social, or cultural approach.

Academic Misconduct

"All copying, cheating, plagiarism, fraud, deceit, and other unacceptable forms of academic conduct are strictly prohibited and all cases or suspicions of such activity will be reported to the Office of Academic Misconduct without exception and per university policy. All work in class is expected to be the student's own; this is especially true regarding exams and papers. Students are encouraged to study together and to discuss the concepts and/or readings together. Regardless, each student must turn in his or her own work for any and all assignments, including homework."

Students with disabilities

"Anyone who requires an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate special needs and explore potential

accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodation strategies. If you have not previously contacted that office, I encourage you to do so."

CLASS SCHEDULE

March

29 **Introduction**

31 **Globalization: The last stage of capitalism, a new civilization, or a cultural revolution?**

- Hoogvelt, *Globalization and the Postcolonial World* (chapters 1, 2, 3)
- Sklair, *Globalization* (chapter 3, 4)

April

5 **The New Economic Order: The globalization of poverty**

- Hoogvelt, *Globalization and the Postcolonial World* (chapters 4, 5, 6, 7)
- Sklair, *Globalization* (chapters 5, 6)

7 **Latin America in the New World Order**

- WebCT: Monsiváis, "Will Nationalism be Bilingual?", from McAnany
- WebCT: García Canclini, "North Americans or Latin Americans?", from McAnany
- WebCT: Mosco, "Free Trade in Communication: Building a World Business Order", from *Beyond National Sovereignty*
- Fischer & Ponniah, eds. *Another World is Possible* (selections)

Guest speaker

12 **Informal economy and social marginality**

- WebCT: Rakowski, from *Contrapunto. The Informal Sector Debate*
- WebCT: Tokman, "The informal sector", from *Beyond Regulation*
- Fischer & Ponniah, eds. *Another World is Possible* (selections)

Guest speaker

14 **The spinning vortex of disintegrating integration**

- Hopenhayn, *No Apocalypse, No Integration*
- Fischer & Ponniah, eds. *Another World is Possible*. (Part II, selections)
- WebCT: Bauman, *Globalization. The Human Consequences* (excerpts)

19 **Whose sovereignty is this? The nation-state in the global order**

- Fischer & Ponniah, eds. *Another World is Possible* (selections)
- Petras, *The New Development Politics* (selections)

Guest speaker

21 **Transnational Narco-trafficking and global geopolitics**

- WebCT: Bellone, "The Cocaine commodity chain", from *Latin America in the World-Economy*
- WebCT: Mayer, "Coca as Commodity: Local Use and Global Abuse" (*The Articulated Peasant*, chapter 6).

26 **Narco-trafficking, social violence and crisis of the nation-state**

- *NACLA Report on the Americas* 35.1. *Widening Destruction. Durg War in the Americas* (July/August 2001)
- WebCT: UNESCO 1998, Jelin, "Cities, culture and globalization"

28 **Social and Indigenous Movements**

- Petras, *The New Development Politics* (selections)

Guest speaker

May
3

Social and Indigenous Movements: Bolivia

- WebCT: UNESCO 2000, Arizpe et al, "Cultural Diversity, conflict and pluralism"
- WebCT: Albó, "And from Kataristas to MNRistas? The Surprising and Bold Alliance Between Aymaras and Neoliberals in Bolivia" (Van Cott 1994)
- WebCT: Albó, "Bolivia: From Indian and Campesino" (Sieder, ch 3)
- WebCT: Jelin, "Emergent Citizenship or Exclusion?" (Smith & Korzeniwick, ch 5).

5 **Social and Indigenous Movements: The World Social Forum**

- Fischer & Ponniah, eds. *Another World is Possible*. (selections)

10 **Transnational Migrancy**

- *NACLA Report on the Americas* 35.2 (October 2001)
- Fischer & Ponniah, eds. *Another World is Possible*. (Part III, chapter 20)

Guest speaker

12 **Transnational Migrancy**

- Huntington, "The Hispanic Challenge" <http://www.foreignpolicy.com/>

17 Globalized nations

19 **The centrality of culture**

- WebCT: Hall, "The centrality of culture: notes on the cultural revolutions of our time," in Thompson, *Media and Cultural Regulation*

24 **The New Culture of Capitalism**

- Rifkin, Jeremy. *The Age of Access* (chapters 1, 5, 6, 8)

26 **Cultural consumption and social identity**

- Sklair, *Globalization* (chapter 7)
- WebCT: Lee, *Consumer culture reborn* (chapter

31 **The Global Imaginary and Global Pop Culture: The Global Synopticon**

- Rifkin, Jeremy. *The Age of Access* (chapter 11)
- WebCT: Tomlinson, Internationalism, "Globalization and Cultural Imperialism," in Thompson, *Media and Cultural Regulation*
- WebCT: UNESCO 1998, del Corral et al, "Cultural and economic development through copyright in the information society"
- WebCT: Oliveira, "Brazilian Soaps outshine Hollywood", from *Beyond National Sovereignty*
- WebCT: UNESCO 1998, Throsby, "The role of music in internacional trade and economic development"

June

2 **Is another world possible (and desirable)?**

- Sklair, *Globalization* (chapter 12)
- Fischer & Ponniah, eds. *Another World is Possible*. (selections)

BIBLIOGRAPHY

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- Alvarez, Sonia E., Eveligna Dagnino, and Arturo Escobar, eds. 1998. *Cultures of Politics, Politics of Culture: Re-Visioning LA Social Movements*. Boulder: Westview.
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- Fischer, William F. & Thomas Ponniah, eds. *Another World is Possible. Popular Alternatives to Globalization at the World Social Forum*. New York: Zed Books, 2003.
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- García Canclini, Néstor. *La globalización imaginada*. México: Paidós, 1999.
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- Hoogvelt, Ankie. *Globalization and the Postcolonial World. The New Political Economy of Development*. Baltimore: John Hopkins UP, 1997.
- Hopenhayn, Martín. *Ni apocalípticos ni integrados. Aventuras de la modernidad en América Latina*. Santiago de Chile: Fondo de cultura económica, 1994.
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- Korzeniewicz, Roberto Patricio and William C. Smith. 2000. "Poverty, Inequality, and Growth in Latin America: Searching for the High Road to Globalization." *Latin American Research Review* 35.3: 7-54.
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- Léons, Madeline Barbara and Harry Sanabria, eds. 1997. *Coca, Cocaine, and the Bolivian Reality*. Albany, NY: SUNY P. [Also an E-book]
- McAnany, Emile G. y Kenton T. Wilkinson, eds. *Mass Media and Free Trade. NAFTA and the Cultural Industries*. Austin: U of Texas P, 1996.
- Maybury-Lewis, David, ed. 2002. *The Politics of Ethnicity. Indigenous Peoples in Latin American States*. Cambridge, MA: Harvard UP.
- Mayer, Enrique, 2002. *The Articulated Peasant. Household Economies in the Andes*. Boulder: Westview P.
- Nordenstreng, Kaarle y Herbert I. Schiller. *Beyond National Sovereignty: International Communication in the 1990s*. Norwood, NJ: Ablex, 1993.
- Ortiz, Renato. *Mundialização e cultura*. Sao Paulo: Editora Brasiliense, 1994.
- Oxhorn, Philip D. and Graciela Ducatenzeiler, eds. 1998. *What Kind of Democracy? What Kind of Market?: Latin America in the Age of Neoliberalism*. University Park, Pa.: Pennsylvania State UP.
- Oxhorn, Philip D. and Pamela K. Starr, eds. 1999. *Markets and Democracy in Latin America: Conflict or Convergence?* Boulder: Lynne Rienner Publishers.
- Perrone, Charles A. and Christopher Dunn. 2001. *Brazilian Popular Music & Globalization*. Gainesville: UP of Florida.
- Petras, James. *The New Development Politics. The Age of Empire Building and New Social Movements*. Burlington, VT: Ashgate, 2003
- Rakowski, Cathy A. *Contrapunto. The Informal Sector Debate in Latin America*. Albany: SUNY P, 1994.
- Rifkin, Jeremy. *The Age of Access. The New Culture of Hypercapitalism, Where All Life Is a Paid for Experience*. New York: Penguin/Putnam, 2000
- Sáenz, Mario, ed. 2002. *Latin American Perspectives on Globalization. Ethics, Politics, and Alternative Visions*. Lanham: Rowman & Littlefield.
- Salazar J., Alonso y Ana María Jaramillo. *Medellín. Las subculturas del narcotráfico*. (Bogotá: CINEP, 1996)
- Sarlo, Beatriz. *Escenas de la vida posmoderna. Intelectuales, arte y videocultura en la Argentina*. Buenos Aires: Ariel, 1994.
- Sieder, Rachel, ed. 2002. *Multiculturalism in LA. Indigenous Rights, Diversity and Democracy*. London: Palgrave.
- Sklair, Leslie. *Globalization. Capitalism & Its Alternatives*. New York: Oxford University Press, 2002
- Smith, William and Roberto Patricio Korzeniewicz, eds. 1997. *Politics, Social Change, and Economic Restructuring in LA*. Coral Gables: North-South Center P.
- Soto, Hernando de. 2000. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. New York: Basic Books.
- Thompson, Kenneth, ed. *Media and Cultural Regulation*. London/Thousand Oaks, CA: Sage Publications, 1997.
- Tokman, Victor. *Beyond Regulation. The Informal Economy in Latin America*. Boulder: Lynne Rienner, 1992.

- Tulchin, Joseph S. and Ralph H. Espach, eds. 2001. *Latin America in the New International System*. Boulder: Lynne Rienner Publishers.
- Ugarteche, Oscar. 2000. *The False Dilemma. Globalization: Opportunity or Threat*. New York: Zed Books.
- UNESCO. *The World Culture Report 1998. Culture, Creativity and Markets*. Paris: UNESCO, 1998.
http://www.unesco.org/culture/worldreport/html_eng/index_en.shtml
- . *Human Development Report 1999*. New York: Oxford UP, 1999.
<http://hdr.undp.org/reports/global/1999/en/>
- . *The World Culture Report 2000. Cultural Diversity, Conflict and Pluralism*. Paris: UNESCO, 2000.
http://www.unesco.org/culture/worldreport/html_eng/tables2.shtml
- Van Cott, Donna Lee, ed. 1994. *Indigenous peoples and Democracy in Latin America*. New York: St. Martin's P.
- Van Cott, Donna Lee. 2000. *The Friendly Liquidation of the Past: The Politics of Diversity in LA*. Pittsburgh, U Pittsburgh P.
- Vellinga, Menno, ed. 1998. *The Changing Role of the State in LA*. Boulder: Westview P.
- Volek, Emil, ed. 2002. *Latin America Writes Back. Postmodernity in the Periphery*. New York: Routledge.
- Waters, Malcolm. 2001. *Globalization*. London & New York: Routledge. Also available as an electronic book.
- Weaver, Frederick Stirton, 2000. *LA in the World Economy. Mercantile Colonialism to Global Capitalism*. Boulder: Westview P.
- Wade, Peter. 1997. *Race and Ethnicity in LA*. Chicago. Pluto Press. [Also an E-book]

Fall Quarter 2005
OSU Women's Studies 305

Gender, Culture & Power in International Perspective: Gender and Globalization
Gender and Globalization
Tuesday and Thursday 3.30-5.18
UH 056

Instructor: Raili Roy

Office: 37 University Hall
Office Hours: Tuesday & Thursday 2-3 PM.
Office Phone: 2921031 (during office hours only)
Mailbox: 286 University Hall
E-mail: roy.73@osu.edu

Women's Studies 305 is an introduction to studying gender systems and women's situations across cultures and countries. The class focuses on "globalization," the flows of people and culture that are increasing around the world. The class begins with the historical background for understanding the current period of globalization. We will look at specific cases of colonization in different parts of the world and emphasize on its role in the rise of factories in both the colonized and colonizing nations. We then consider the role of these factories in today's world as they employ women from the third world (sweatshops), and explore other issues related to gender and globalization and discuss feminist responses to the changing world system. This class approach stresses that in order to understand women's lives in the non-western world, it is important to understand the on-going connections between the "first world" and between the United States and the rest of the world.

The larger objectives of the course are:

1. To learn about the history and current conditions of the non-western world, particularly as they affect women and gender.
2. To be able to identify relations between the "first world" and the "third world"
3. To understand ways that colonialism, Westernization affects gender systems in different parts of the world.
4. To be better prepared to evaluate information about the non-Western world.

PREREQUISITES

The course requires Introduction to Women's Studies 110/210, 101/201, or the permission of the instructor. Students should have an active e-mail account.

Note

WS 305 counts in the Globalization Studies minor. It is under approval for counting as a GEC course; students may be able to petition later to count it as part of an international diversity (non-western) GEC.

COURSE READINGS

Please complete the reading by the class for which it is intended. Required readings are on regular reserve. I do not use a coursepack because copy services require students to pay expensive copyright fees.

Books available at SBX:

Cynthia Enloe, *Bananas, Beaches & Bases: Making Feminist Sense of International Politics*. (University of California Press, 1989)

Nicole Constable, *Romance on a Global Stage: Pen Pals, Virtual Ethnography, and "Mail Order" Marriages*. (University of California Press, 2003)

Marjane Satrapi, *Persepolis*. (Pantheon Books 2003)

Barbara Ramusack, Sharon Sievers, *Women in Asia* (Indiana University Press 1999)

REQUIREMENTS, ASSIGNMENTS AND GRADES

Grading will be based on oral, written, and class performance:

- 30% Papers (typed, on time)
- 30% Class presentation (formal, rehearsed, polished)
- 30% Midterm (in class, multiple-choice and short answer)
- 10% Class performance
 - participation (quantity and quality)
 - attendance--especially the last week

Passing = 65. Late papers and homework will not be accepted after due date. Incompletes require a B-average and permission in advance. (Better done than late.)

Writing: All students are encouraged to make use of OSU's writing assistance centers. For tutorials by appointment, go to The Writing Center - 485 Mendenhall Labs (on the south side of the Oval) – phone for the appointment at 688-4291. For walk-in assistance, go to the Younkin Success Center, II Floor Atrium, 1640 Neil Ave. For hours, consult the webpage: http://cstw.ohio-state.edu/writing_center/index.htm.

Plagiarism: Collaborative *research* and *discussion* are encouraged; writing, as always, must be an individual effort. Please note that even unintentional plagiarism will be treated as academic misconduct. As defined by University Rule 3335-31-02, plagiarism is the representation of another's works or ideas as one's own. It includes word for word copying, even of a sentence, and sometimes of paraphrasing other work. Plagiarism is one of the most serious offenses that can be committed in an academic community. The department of Women's Studies' policy is to report any case of *suspected* plagiarism to the Committee on Academic Misconduct, which then holds a hearing. If the student is found guilty, possible punishment ranges from failing the class to suspension or expulsion from the university.

A note on participation: Regular class participation is a requirement like written work and exams and will be evaluated in terms of both quality and quantity. Speaking in class is the student's responsibility even if s/he is shy or intimidated. It is a skill that students should continually strive to improve. If you are very uncomfortable with public speaking, please see me so that we can work on ways to help you participate more easily. If you are unsure of what good quality contributions to class discussion sound like, also see me.

Accommodation of students with disabilities:

Students who might need accommodations for a disability should alert the professor and request relevant arrangements. The student should arrange a meeting with the professor as soon to discuss course requirements and your needs to fulfill them. The Office for Disability Services provides assistance in exam accommodations, scribes, note-takers, etc. (150 Pomerene Hall; 292-3307; 292-0901- TDD)

Papers and Presentation

Guidelines and topics will be distributed during the quarter.

COURSE SCHEDULE

<u>Week 1</u>		<u>INTRODUCTION</u>
Thurs	Sep 22	Introduction to Course:
<u>Week 2</u>		<u>HISTORY: SLAVERY AND COLONIALISM</u>
Tues	Sep 27	Women's Slave Labor and Plantation Economies Colonial Economies and Gender
	Statement	Enloe, pp. 42-51 (from chapter 3) Ramusack Chapter on Colonialism and gender in South Asia, pp. 41-56
Thurs	Sep 29	Colonialism & Nationalism
		Enloe, 3 Nationalism and Masculinity Agnes Baden-Powell, 1912 "Camp Fire Yarn no. 33 (Handout) George Orwell, "Shooting An Elephant" at http://englishwww.humnet.ucla.edu/Individuals/turbo4/orwell_text.html
<u>Week 3</u>		<u>RACE & GENDER IN COLONIALISM & IMPERIALISM</u>
Tues	Oct 4	Sarah Baartman/ Hottentot Venus film Edward Said <i>Orientalism</i> Introduction
Thurs	Oct 6	Race, Class, Gender in American Modernity
		George J. Sanchez, "Go After the Women: Americanization and the Mexican Immigrant Woman, 1915-1929" Main reserve Enloe, 6 Carmen Miranda on My Mind Enloe, pp 65-71 "Race and Sex on the Unsinkable Aircraft Carrier" (from chapter 4, Base Women)
<u>Week 4</u>		<u>RACE & GENDER IN THE GLOBAL ECONOMY</u>
Tues	Oct 11	Multinational Gender
	or Paper	Enloe, 1, Gender Makes the World Go Round Enloe, 4 Base Women, and 5 Diplomatic Wives
Thurs	Oct 13	The Global Economy 1

Enloe 7 Blue Jeans and Banker
Video: Marilyn Waring, "Counting Women"
Multinational Gender

Week 5 The Global Economy// Midterm

Tues Oct 18 **The Global Economy 2**

Enloe, 2 On the Beach,
Enloe, 8 Just Like One of the Family

Thurs Oct 20 MIDTERM

Begin reading Constable, *Romance on a Global Stage*

Week 6 GLOBALIZING ROMANCE

Tues Oct 25 **Methods, Issues, and Questions about "Mail Order" Marriage**

Constable, *Romance on a Global Stage*, Introduction, Ch 1-3 (1-90)
Optional: Wilson, "American Catalogues of Asian Brides"

Thurs Oct 27 **Globalization and Desire**

Constable, *Romance on a Global Stage*, Ch. 4-5 (91-144)

Week 7

Tues Nov 1 **Women and Men in Transnational Marriage**

Constable, *Romance on a Global Stage*, ch. 6-8 (145-225)

Thurs Nov 3 Enloe Chp 2 On the Beach

Week 8

Tues Nov 8 **Iran: Women Living Under Muslim Laws**

Paper
Film: "Divorce Iranian Style"
Satrapi, *Persepolis* (all)

Thurs Nov 10 **Iran: The Islamic Revolution**

Satrapi, *Persepolis*

Week 9 **Transnational Women's rights**

Tues Nov 15 **Presentation on CEDAW by Rachelle Schrock**

Thurs Nov 17 **Transnational Feminist Activism & Critique**

Enloe, The Personal is International

Week 10

TRANSNATIONAL FEMINIST ACTIVISM & CRITIQUE

Tues Nov 22

Case studies: Women's Activism in a globalized world

SEWA

Ramusack Contemporary Indian women

Video: Made in India

Thurs Nov 24

Thanksgiving : No classes

Week 11

Tues Nov 29

Presentations: Activism & Critique

Presentations

Thurs Dec 1st

Presentations

Final paper due

WS 505 Feminist Analysis in Global Perspective

Instructor: Dr. Cathy Rakowski

Rakowski.1@osu.edu

292-6447

Office hours: TR 4-5 or by appointment

TR 5:30-
7:20

354 CC
Spring 2006

Introduction

This course has two main objectives. The first is to introduce students to some of the problems, experiences, and agency of women in countries often referred to as the "Third World." These countries are located primarily in the southern hemisphere.

The second, even more important, objective is to improve our capacity for critical thinking when doing cross cultural analysis. Students will apply feminist conceptual tools to assess a) the representation of women and issues by women themselves and by others, and b) students' own interpretations of and reactions to readings, films and class discussion. That is, students will be asked to turn the analytical lens on themselves and their own cultures to identify factors that influence their interpretations and reactions to writings/films by/about Third World women.

This will be a partnered course. That is, the instructor and students will share responsibility for the day-to-day dynamics of the course, including class discussion. Because of this, attendance is critical as is coming prepared to discuss the day's assignments.

We will use three narratives in book form and an electronic coursepack of readings. There will be occasional handouts and I will e-mail news items and questions to help prepare for class discussions.

Texts (2-3 copies of books also are on reserve at the Main Library)

Shaarawi, Huda. *Harem Years: Memoirs of an Egyptian Feminist*. The Feminist Press, 1987. (Trans. and background discussion by Margot Badran)

Barnes, Virginia Lee and Janice Boddy. *Aman: The Story of a Somali Girl*. Vintage Books, 1994.

Tula, Maria Teresa. *Hear My Testimony: Maria Teresa Tula, Human Rights Activist of El Salvador*. South End Press, 1994 (Trans. and background discussion by Lynn Stephen)

The *Electronic Coursepack* can be found under my name through a link to "e-reserves" for Prof/Courses that can be found on the OSU Library's OSCAR page. Not all items are listed in the exact order in which they are to be read. Items on e-reserve are designated on the syllabus by an @

Some readings are marked on the syllabus as "required" and some as "optional." Everyone is responsible for doing ALL required readings.

Course Requirements/Expectations

3 two-part Essays - 45%

Class participation (discussion, workshops, attendance) - 25%

Homework assignments - 15%

Final essay - 15%

Essay Assignments

Additional instructions for essays are provided at the end of this syllabus.

Essays will be graded on clarity, thoughtfulness, insight, accurate use of readings, application of conceptual tools in the analysis, and how well the essay fulfills the expectations for the assignment. *Analysis, use of course concepts, and critical thinking are a must.* Frequent grammar and spelling errors may lower the grade.

Individual papers/essays will be assessed both in comparison to an expected standard and to the overall quality of all papers/exams in the class. In the interest of fairness when comparing papers, I may take into account factors such as experience (beginning undergrad, advanced undergrad). *My expectations increase over the three assignments since I assume that your skills improve.*

All written assignments must be typed or word processed in a reasonable sized font such as Times Roman 11 or 12 with *no more* than 1 inch margins all around the page (page numbers may be outside the margin). Paragraphs should be indented and there should be no blank lines between paragraphs. The text can be single spaced, space and a half, or double spaced. The title and your name should be single spaced and start 1 inch from the top of the first page.

There should be a descriptive title and every paper should begin with a short paragraph or some opening sentences that state the objective or focus of the paper. This statement and the descriptive title will provide both you and me with a "road map" that can make it easier to follow the flow and logic of the paper and your arguments. Be sure to explain what you mean throughout rather than leave interpretations up to the reader. Make connections between your ideas throughout.

Word limits (lengths) are given with essay instructions. Because font sizes and variable line spacing affect number of pages required, suggested lengths for essays are based on number of words, not number of pages. Use your word processing software to do a word count. Print the word count at the end of the paper. Excessively short or excessively long papers are strongly discouraged. Please work within the suggested word limits. These instructions help assure fairness in evaluations by promoting comparable lengths; suggested lengths provide adequate space for a thoughtful and reasoned essay.

Grades will be discounted for late assignments unless you get my permission for an extension prior to the due date.

Warning: each student is responsible for keeping a copy of her/his paper in her/his possession. In the unlikely event that a paper is lost or damaged, this is the necessary proof it was completed on time.

Papers may be handed in on the due date during class OR you may e-mail your paper to me by the due date. When I receive it, I will send an e-mail saying "Got it." *If you do not get this e-mail message back from me, then I did not get the paper. You should contact me immediately.*

You do not need to provide full references for course readings. Simply refer to the author and an abbreviated title in the text ("Aman book, p. XX"). Page numbers are important so that I can go back and check what you are referring to in your essay. If you find it necessary to include full references, these should be single spaced on a separate, added page and should not be included in the word count.

All papers should draw from course materials primarily. There is no need to do library research or to look for outside readings. If material in another course is useful to your analysis, then limit the space given to it and emphasize course materials.

Participation

You start out with an A. It is up to you to keep it!!

Homework

There are 2 required homework assignments. Homework assignments help you prepare for class discussion. They will be graded U, S-, S, and S+. They will be very short. Homework assignments will not be accepted after the due date.

Class discussions

I will provide different means for participating in class. These include your voluntary participation in discussion, calling on you, breaking down into workshops or group discussions, acting as reporter or notekeeper for a discussion, sending news items to share with class members, etc.

Norms and Policies

- All assignments must be handed in on the due date unless there is a verifiable emergency (written proof is required and I will contact the writer to verify) or an extension has been approved before the due date. Students need to talk to me as soon as they realize there may be a problem; in case of illness or accidents, have someone else notify me immediately. Missed classes and late papers cannot be made up. Any unexcused late paper will be subject to a grade reduction of 4% for each week day or weekend day that it is late without prior permission.
- Any suspected plagiarism will result in loss of grade for the assignment and the student will be turned in to the appropriate university officials.
- Vacations and family gatherings will not be considered a legitimate reason for missing class or a due date. Work schedules should be arranged to avoid conflict with class participation. If you know of conflicts or potential problems, please talk to me as soon as possible. I will try to work with you to resolve the problem.
- Students with special needs should let me know as soon as possible. I will work with you and the staff at OSU Disability Services at 150 Pomerene Hall.

Networking

- Check your e-mail frequently. I will send out information about on- and off-campus events that are relevant to the course and the extra-credit assignment, send out answers to frequently asked questions, provide advice and feedback on assignments, send out notices of any emergencies or unforeseen events, share news items related to class, etc
- Feel free to send me e-mail announcements to circulate to the class or with questions that you may have. And feel free to contact me about anything you need to discuss. You can contact me by e-mail, by phone, or come to see me during office hours or by appointment.

COURSE SCHEDULE

NOTE: all required readings should be read *prior to Tuesday of the week for which they are assigned unless otherwise indicated*. I suggest you start reading books early, especially Shaarawi and Tula.

Week 1: March 28-30 INTRODUCTION TO FEMINIST ANALYSIS IN GLOBAL PERSPECTIVE

We will discuss the organization and objectives of the course and will begin to define and work with some of the basic concepts we will use in the course

Tuesday: course business and handing out of materials

Handouts: [these introduce one of our basic concepts and will be revisited throughout the course; so keep them handy]

Excerpts from

Chilla Bulbeck on the concept of world traveling and seeing ourselves through the eyes of others. From *Re-Orienting Western Feminisms: Women's Diversity in a Postcolonial World*. Cambridge University Press, 1998: 84-5, 211-216.

Christine Sylvester on world traveling "African and Western Feminisms: World-traveling the Tendencies and Possibilities." *SIGNS* 20, 1995:944-49

Thursday:

FILM "Third World Women"

Required Readings for Thursday:

Have looked over Bulbeck and Sylvester.

©Ong, Aihwa. "Colonialism and modernity: Feminist re-presentations of women in non-Western societies." Pp. 372-381 in *Theorizing Feminism: Parallel Trends in the Humanities and Social Sciences*, edited by A. Herrmann & A. Stewart. Boulder: Westview, 1994. 8 pp.

©Moser, Caroline. "Gender planning in the Third World: Meeting practical and strategic gender needs." Pp. 158-171 in Tina Wallace & Candida March, eds. *Changing Perceptions: Writings on Gender and Development*. Oxfam America, 1991. 13 pp. (Will help you prepare for the film discussion; focus on development approaches)

Week 2: Apr 4-6 MORE ON REPRESENTATIONS OF WOMEN'S LIVES AND NEEDS

Homework Assignment for Thursday: 1-2 page, single-spaced comment on representation of women in Van Allen OR Stone/James. Additional instructions at end of syllabus.

Required Readings for Tuesday: [again, basic concepts we will use throughout the course]

Review Bulbeck and Sylvester handouts.

©Kandiyoti, Deniz. "Bargaining with patriarchy." Pp. 86-92 in *The Women, Gender & Development Reader*, edited by N. Visvanathan, L. Duggan, L. Nisonoff & N. Wiegiersma. London: Zed Books, 1997. 6 pp.

We also will work with handouts on world traveling.

©Stewart, Abigail J. "Toward a feminist strategy for studying women's lives." Pp. 11-35 in *Women Creating Lives: Identity, Resilience and Resistance*, edited by C. Franz & A. Stewart. Westview, 1994.

Required Readings for Thursday: [read both, write on one for homework assignment]

©Van Allen, Judith. "'Aba riots' or Igbo 'women's war'? Ideology, stratification, and the invisibility of women." *Women in Africa: Studies in Social and Economic Change*, edited by Nancy Hafkin & Edna Bay. Stanford: Stanford Univ. Press, 1976. 14 pp.

©Stone, Linda and Caroline James. "Dowry, bride-burning, and female power in India." *Women's Studies International Forum* 18, 2, 1995: 125-135. 9 pp.

Week 3: Apr 11-13 WOMEN & AGENCY IN CULTURAL CONTEXT

FILM Tuesday "Small Happiness" (1 hr length)

Required Readings for Tuesday:

We will continue to work with concepts from earlier weeks. Review Kandiyoti on the patriarchal bargain, Moser's practical/strategic needs, Stewart's strategy for studying women's lives.

©Wolf, Margery. "Chinese Women: Old Skills in a New Context." Pp. 157-172 in *Women, Culture and Society*, edited by M. Z. Rosaldo and L. Lamphere. Stanford: Stanford Univ. Press, 1974. 16 pp.

Thursday :

We will continue our discussion of the film and of Chinese women's agency, interests, and oppression; the patriarchal bargain; social change in China; and representation. We will continue discussing key concepts and how to evaluate studies of women in Third World countries.

Required Readings for Thursday.

Judd, Ellen. "Men are more able." *Pacific Affairs* 63,1, 1990: 40-61.

Week 4: Apr 18-20 HAREM YEARS: A MEMOIR

ESSAY 1 DUE Thursday

Read entire book (including Margot Badran's chapters) to discuss this week: *Harem Years*

Week 5: Apr 25-27 RETHINKING NOTIONS OF OPPRESSION AND AGENCY: THE STRUGGLE OVER VEILING & ISLAM

Required Readings for Tuesday:

- ②Abu Odeh, Lama. "Post-colonial Feminism and the Veil: Thinking the Difference." *Feminist Review* 43, Spring 1993: 26-37. 11 pp.
- ②Hoodfar, Homa. "Return to the veil: Personal strategy and public participation in Egypt." Pp. 320-325 in *The Women, Gender & Development Reader*, edited by N. Visvanathan, L. Duggan, L. Nisonoff & N. Wiegiersma. London: Zed Books, 1997. 5 pp.
- ②Del Collins, Marla. "To veil or not to veil?" *Women and Language* XXVI, 1, 2003:61-72. 11 pp. [Give this one a quick read and we will critique it in class]

Readings for Thursday.

Review course concepts and Ong article

- ②Osman, Ghada. "Back to basics: The discourse of Muslim feminism in contemporary Egypt." *Women and Language* XXVI, 1, 2003: 73-78. 5 pp.
- ②Sedghi, Hamideh. "Third World feminist perspectives on world politics." Pp. 89-105 in *Women, Gender and World Politics: Perspectives, Policies and Prospects*, edited by Peter Beckman & Francine D'Amico. Westport: Bergin & Garvey, 1994. 15 pp.

Week 6: May 2-4 AMAN'S STORY

FILM "Fire Eyes" Thursday

ESSAY 2 DUE Thursday

Read book (including anthropologists' comments) to discuss this week

Week 7: May 9-11 EMPOWERMENT and the POLITICS OF MOTHERHOOD

FILM Tuesday "Community"

FILM Thursday "Maria's Story"

Required Readings Tuesday:

@Ray, Raka. "On engendering a better life." Pp. 107-111 in K. Bhavnani, et al, eds. *Feminist Futures*. Zed, 2003. 5 pp.

@Rowlands, Jo. "Empowerment examined." Pp. 86-92 in D. Eade, ed. *Development and Social Diversity*. Oxfam, 1996. 6 pp.

Required Readings Thursday:

@Navarrete, Maria Ofelia. "Maria's Stories." Pp. 22-30 in *Feminist Futures*, ed. by K. Bhavnani, et al. Zed, 2003. 8 pp.

@Scheper-Hughes, Nancy. "Lifeboat ethics: Mother love and child death in Northeast Brazil." Excerpt reprinted from *Natural History* 98, 10, 1989. 5 pp.

Week 8: May 16-18 MARIA TERESA TULA: A TESTIMONIAL

ESSAY 3 DUE Thursday

FILM Thursday "Arpilleras"

Read entire book (including Stephen's chapters) to discuss this week

Optional: @Lynda Marin. "Speaking out together: Testimonials of Latin American women." *Latin American Perspectives* 18, 1991:51-68. 17 pp. [a good analysis of testimonial literature as a political tool and of differences between women's and men's testimonials]

Week 9: May 23-25 ANALYZING LESBIAN LIVES

Homework assignment for Thursday: Jot down notes on what you find out about lesbian organizing on the internet. Be ready to discuss what you found in class. And be ready to discuss how easy or difficult it was to find information on lesbians and lesbian organizing in a country [in the global South] of your choice.

FILM Thursday "DYKE TV"

Required Readings for Tuesday:

@Dorf, Julie and Gloria Careaga Perez. "Discrimination and the tolerance of difference: International lesbian human rights." Pp. 324-33 in J. Peters & A. Wolper, eds. *Women's Rights Human Rights: International Feminist Perspectives*. Routledge, 1995. 9 pp.

@King, Katie. "There are no lesbians here: Lesbianisms, feminisms, and global gay formations." Pp. 33-45 in A. Cruz-Malave & M. Manalansan, eds. *Queer Globalizations*. NYU Press, 2002. 12 pp.

©Adam, Barry. "Globalization and the mobilization of gay and lesbian communities." Pp. 166-79 in P. Hamel, et al., eds. *Globalization and Social Movements*. Palgrave, 2001. 13 pp.

Readings for Thursday:

Use the internet to find out about lesbians' struggle for human rights, problems faced in specific countries, laws and persecution, and advances made (i.e., in South Africa in recent years).

Some sources of internet information:

International Lesbian and Gay Association (this website has a wealth of information on regional issues, organizing, networks, conferences, reports, etc.) <http://www.ilga.org/>

International Gay and Lesbian Human Rights Commission (this is a great website and you can find a complete copy of Rachel Rosenbloom and Charlotte Bunch's book *Unspoken Rules: Sexual Orientation and Women's Human Rights*. You can click on it chapter by chapter to read about women's experiences in different countries. Choose a couple of countries to read about for class discussions. You also will find reports by The International Tribunal on Human Rights Violations Against Sexual Minorities and many other interesting reports on lesbian activism, legal reform initiatives, human rights watches, etc.) <http://www.iglhrc.org/site/iglhrc/section.php?id=56> Then go to "Publications and resources" and click on "reports." Click on Unspoken Rules (then specific countries) and any other report that interests you.

World March of Women--Information document on the rights of lesbians Information on the campaign for "lesbian rights are women's rights are human rights" and discussions of challenges. http://www.marchemondiale.org/en/di_lesbi/di_02.html

Week 10: May 30-June 1 POSSIBILITIES FOR TRANSNATIONAL FEMINIST SOLIDARITY

FINAL ESSAY DUE *next Monday, June 5. E-mail it to me by 5:30 or have it in my mailbox at the Women's Studies office by 4:30 pm.*

Required Readings:

©Narayan, Uma. "Essence of culture and a sense of history: A feminist critique of cultural essentialism." *Hypatia* 13, 2, Spring 1998: 86-106. 20 pp.

©Ferguson, Ann. "Resisting the veil of privilege: Building bridge identities as an ethico-politics of global feminism." Pp. 189-207 in U. Narayan & S. Harding, eds. *Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World*. Indiana Univ. Press, 2000. 17 pp. Discussion will focus on pages 190-92 and 198-203 ONLY.

Thursday:

Come ready to discuss how to understand women and forge transnational alliances without being essentialist, orientalist, imperialist, etc. We also can discuss the editors/co-authors/translators of the three books!

INSTRUCTIONS FOR ASSIGNMENTS

Note: See detailed instructions on style and criteria for grading essays at beginning of syllabus.

Homework Assignment Week 2

Using one of the required readings for Week 2 (Van Allen or Stone and James) and taking into account both Kandiyoti and Stewart articles, write 1-2 pages, single spaced (no more than 500 words) on some aspect of the representation of women in the article or on evidence presented for women's agency under patriarchy. You are free to decide what to write and how to approach it. Use this assignment to prepare yourself to participate in our class discussion. You may find one of the following questions useful to think about: What kinds of trade-offs do women seem to have in this society? That is, what do they get in exchange for what they give up? All women or some women? OR Assuming women always have some agency (room to maneuver) in all cultures, what do you see as the most important aspects of women's agency here and the most important limits to women's agency? OR do you identify strengths or problems in the representation of women in the article?

Homework Assignment Week 9

Prepare 1-2 pages (no more than 500 words) on what you find out about lesbian organizing on the internet. Be ready to discuss what you found in class. Can you tie this info to any of the articles?

TWO PART ESSAY 1 - Huda's Story

Follow stylistic instructions in the syllabus. This Two-Part Essay should be around 1200 words (but no more than 1300) divided about 2/3 to 3/4 on Part 1 and about 1/4 to 1/3 on Part 2 of the assignment. Base your essay on Huda's memoirs and the commentary and background given by the editor. Give word count at end.

It will be helpful to my reading of your essay if, when you refer to a specific incident or quote, you put the page number in parentheses. Example (p. 12).

Part 1: Huda as a "lens" to herself and her society

Use some of the concepts we have been discussing in class to help you in reading Huda's story. Some may be more appropriate than others. Be selective.

In reading Huda's story, try to answer some the following questions. You probably won't have space to address each and every one of them in the essay and you may not even want to, but asking yourself about them should be helpful and can give you ideas about how to focus the essay. This part of the essay should focus on Huda and her experiences as a means for understanding her and the context within which her feminism emerged. These questions will prepare you well for the class discussion.

For whom was Huda writing? How do you think this affected what she wrote? What seems to be missing from Huda's story? That is, what information would you think was important to her life and experiences but you did not find included in this edition of her writings? What was her gender role (expected behavior and personality traits)? How accepting did she seem of expectations? What did she object to? Did she make efforts to control her life and choices? If so, did her efforts constitute a rejection and attempt to overthrow constraints or did she strategize within constraints? What role do gender vs. other characteristics of Huda's place in society (race, class, other) seem to play in who she is, how she behaves and the values she holds?

Part 2: Your cross cultural analysis and reactions (lens to yourself). This should be a clearly identified separate section of your essay.

Consider the following questions when writing about your analysis and reactions. Do not try to cover all of them. Choose the question(s) that can help you formulate ideas for turning the lens on yourself (to analyze your values/beliefs/reactions).

In reading about Huda, reflect on yourself, your understanding of her, the intellectual and emotional responses you have to her story and to her as a person. Assess your own subjectivity and any problems you might have had in attempting to "suspend your subjectivity."

Can you relate to Huda? What about your subjectivity helps you or is an obstacle to your ability to relate? Do you like Huda? Why or why not? What do you like the most, the least? Why do you think you respond to Huda as you do?

Why was Huda called a "feminist" and how do her behavior and her values fit your understanding of the concept of feminist?

Huda has very strong values and opinions and is not afraid to express them. What do you think she would approve or disapprove of in your life or values? Why?

What seems to be contradictory about her values and her lifestyle? Does the time in which she lived help you accept some of those contradictions or not? How do the time and place in which you live affect your responses?

TWO PART ESSAY 2 - Aman's Story

Follow stylistic instructions in the syllabus. This Two-Part Essay should be around 1200 (but no more than 1300) words divided about 2/3 on Part 1 and about 1/3 on Part 2 of the assignment. Base your essay almost entirely on Aman's story though you can use the comments made by the authors about her. Give word count at end.

It will be helpful when you refer to a specific incident or quote if you put the page number in parentheses. Example (p. 12).

Part 1: Aman as a "lens" to herself and her society

Use the concepts we have been discussing in class to help you in reading Aman's story. Some may be more appropriate than others. Remember the following principles of feminist analysis as you read and write: focus on gender & patriarchy to understand women's experiences; focus on family and other social institutions as sites of patriarchy; focus on the intersection of gender, race, class, age and other differences; focus on women's agency, listen to their voices.

Some of the following questions/issues may help you in reading and writing about the book. Do not try to cover all of them.

Aman is telling her story for an audience--us. What does she want us to think and feel about her and about Somali culture and social organization? What seem to be Aman's values, prejudices, dreams? What does Aman's description of her life tell us about society's expectations for women of her class and ethnic group? What did she accept or reject? How does Aman seem to view traditions and rules? What do you learn about colonialism and the way Somalis felt about it? Do there seem to be mechanisms built in to the culture or something about social change or colonialism that you think might have allowed women some measure of freedom or room to maneuver or rebel--or the opposite, that led to greater control over them? How was Aman able to rebel and get away with it? How typical do you think she was? Who seemed to have a strong impact on the kind of girl and woman Aman became? What events seemed to have an important impact on her development as a woman? Why did she hide her identity in the book?

You won't have space to address each and every one of these questions in the essay and you may not even want to, but asking yourself about them should be helpful and can give you ideas about how to focus the essay. They also will help you to participate in the class discussion.

Part 2: Your cross cultural analysis and reactions (lens on yourself; focus on your own subjectivity and attempts to "suspend" it; you might also want to focus on why you sympathize/empathize with or judge Aman; you also could look at your culture through her eyes).

Consider the following questions when writing about your analysis and reactions. You may not be able or even want to cover all in this part of the essay, but they will help you formulate ideas for your writing. Do you like Aman? Why or why not (what is it about you and about her)? How do you think Aman wants you to feel about her and her culture (what passages lead you to conclude this)? What do you think about comments she makes about people who are not Somalis? Are there things about your values, lifestyle, or American cultural practices that Aman would disapprove of? Do her experience and viewpoints lead you to look differently at any of your cultural practices? What did you learn about yourself and your perspective through your analysis of Aman's story?

TWO PART ESSAY 3 - Maria Teresa Tula's Story

Follow stylistic instruction in the syllabus. This two-part essay should be around 1200 (but no more than 1300) words divided about 2/3 on Part 1 and about 1/3 on Part 2 of the assignment. Give word count at end.

It will be helpful when you refer to a specific incident or quote if you put the page number in parentheses. Example (p. 12). You may bring in related readings or films when they help you analyze or shed light on Maria Teresa's experience and values.

Part 1: Maria Teresa as a "lens" to herself, her society and her movement

Use concepts we have been discussing in class to help you in reading Maria Teresa's story. Some may be more appropriate than others. You select the concepts that you find useful for your analysis. Remember the principles of feminist analysis as you read and write.

You will find some of the following questions useful for preparing to write your essay and to prepare you for class discussion. Maria Teresa is telling her story for an audience—us—and she used a genre called testimony or testimonial.

What does she want us to think and feel about her? About her women's group? About their cause? What do Maria Teresa's experiences tell us about the conditions in which she lives? Do you find any commonalities or shared experiences with other women's groups we have studied? Would Maria Teresa consider herself to be an extraordinary woman or an ordinary woman in extraordinary circumstances? What kind of life did she want to live versus the kind of life that she had to live? What were her goals and those of the women with whom she organized? Do you think she felt a contradiction in the personal side and the political side of her identity as mother and her exercise of social motherhood? How do issues of class, gender relations, and power come into play in the unfolding of her life?

You may not want to address each of these questions, but asking yourself about them should be helpful and can give you ideas about how to focus the essay. They also will help you to participate in the class discussion.

Part 2: Your subjectivity and reactions

This is another opportunity to focus on your own subjectivity and the conceptual skills you have acquired through this course.

Do you understand the decisions Maria Teresa made for herself and her children, the way in which she constructed her identity as mother? What conceptual tools helped you to understand Maria and the Co-Madres? Were you able to understand how motherhood is expressed by women in the Co-

Madres? Do you feel able to judge the choices that she made? How did you respond to Maria Teresa's attempts to influence you as a resident or citizen of the United States? What kind of response did her story provoke in you? Do you feel any sense of solidarity with her and what does this mean to you?

Final Essay

Write a final essay of approximately 900-1000 words [shorter!]

You have 2 options for this paper:

Option 1. Evaluate the "authors/editors/translators" or "autobiographers" of the three books we have read. Which author do you think did the best job of using a feminist approach to studying women's lives or which do you think imposed too much of herself on her discussion of the woman who was her subject? Explain the basis of your assessment by referring to discussions and concepts or readings that we have been working with all quarter. Support your arguments with examples from the book(s).

Option 2. Write your final essay on possibilities for global/transnational feminist alliances (and maybe your involvement in them!). You can focus on a particular issue if you want (ie., lesbian rights, sex trafficking, genital cutting, etc.). How might you approach or advise someone else to approach forging an alliance with a woman or women's group from the global South? What kind of interaction would be needed? Remember why Western feminists are so often criticized about their interactions and their theories! What can we do to be less "imperialist" or "less essentialist"? Is cultural relativism an adequate strategy? What about practices that some cultures condone? How can a Western feminist become involved? Draw on course readings and discussions and your responses to them!

COURSE CONCEPTS

In this course, we will be developing our skills in applying concepts useful to cross cultural analysis--including turning our analysis on ourselves. Among the key concepts we MAY work with this quarter are the following:

feminist analysis, feminisms	postmodern, postcolonial, poststructuralist
orientalism, re-orienting	solidarity, alliances
lens, filter	empowerment, power
standpoint, location	cultural essentialism
situated, contextualized subjects	cultural relativism
practical and strategic gender interests	
traveling feminism	
world traveling	
representation	
voice	
oppression	
social structure, agency	
local, global, transnational	
patriarchal bargain	
identities, identity construction	
bridge identity politics	
WID/GAD approaches	
universalism, modernism	

OVERVIEW OF THE QUARTER

Week	Tuesday	Thursday
1	Introduction to Feminist Analysis in Global Perspective	Continued Film
2	Representation	Continued Homework
3	Women & Agency in Cultural Context Film	Continued
4	Harem Years this week	Essay due
5	Rethinking Notions of Oppression and Agency: Veiling & Islam	
6	Aman's Story this week	Film Essay due
7	Empowerment Film	Politics of Motherhood Film
8	Maria Teresa Tula's Story this week	Film Essay due
9	Analyzing Lesbian Lives	Continued Film Homework
10	Transnational Feminist Solidarity	Continued

Final essay due next Monday

Women and Work
Women's Studies 524
Winter Quarter 2006
TTh 3:30-5:18pm, Bolz 314

Professor M. Thomas
1124 Derby Hall
614-247-8222
thomas.1672@osu.edu
Winter office hours: Tuesdays 2-3pm

Course overview

"Women's work." The phrase harkens images of mop buckets, dirty diapers, and cooking. On the other hand, it also relates to the 'caring' occupations like nursing, secretarial support staff, domestic laborers, teachers and day care workers. This course, **Women and Work**, will ask how these various representations of feminine labor impact the ways that real women participate in formal and informal work. We will cover topics like reproductive labor, the pink glass ceiling, the racialization of skill, immigration and ethnicity, the gendered workplace, sex work, welfare to workfare, and many other topics. We will also labor to connect contextualized women's work to the global economic scale by examining how globalization and neoliberalization have affected women's opportunities for work and their work-based identities in different locales. This focus will allow us to explore women's migration; their work in sweatshops and other low pay, high turnover sectors; the managerial styles that govern women's bodies at work; and the gendered global, regional, and national forces that also contribute to many women's continuing poverty.

Readings: You should purchase the three books listed below from the bookstore or from your web store of choice (where you can probably find cheaper, used versions of these books). If you want to order them online to save money, *please do so immediately*. The other readings listed on the syllabus are available as PDFs on our course web site via Carmen (<http://telr.osu.edu/carmen/>).

Barbara Ehrenreich and Arlie Russell Hochschild, eds. *Global women: nannies, maids, and sex workers in the new economy*. Metropolitan books, Henry Holt and Co, 2002.
ISBN (paperback): 0-8050-7509-7 (list price, \$15.00)

Carla Freeman. *High tech and high heels in the global economy: women, work, and pink-collar identities in the Caribbean*. Duke University Press, 2000.
ISBN (paperback): 0-8223-2439-3 (list \$22.95)

Geraldine Pratt. *Working feminism*. Temple University Press, 2004.
ISBN: 1-59213-264-2 (list price \$21.95)

Plagiarism statement: DON'T DO IT. Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at http://studentaffairs.osu.edu/resource_csc.asp.

Disabilities: The Office for Disability Services, located in 150 Pomerene Hall offers services for students with documented disabilities. Call ODS at 2-3307.

Class requirements

<u>Requirement</u>	<u>% of final grade</u>
1. Exam 1	30
2. Exam 2	30
3. Participation	10
4. Research paper	30

Please note:

- You must attend class regularly. Failure to do so will result in a reduced grade or possible disenrollment from the course if you have repeated absences.
- **There will be no make-up exams given** for exam 1, unless you have a medical emergency. Such emergencies require a written letter from your physician, which will be validated by the professor. **NO EXCEPTIONS.**
- Please arrive promptly, complete readings before class, participate actively in class discussions, and provide thoughtful engagement with lectures, readings, films, and other class materials in your exams.
- The course will be divided into two sections for exams. Exams are not cumulative.
- Instructions for the research paper will be distributed in class and posted separately from the syllabus on Carmen. Undergraduates will have to write a 8-10 page paper, and Masters students will have to write 12-15 pages.

Course schedule and outline

Week One

Tuesday, January 3: Introduction to the course.

England, K. and V. Lawson (2005) Feminist analyses of work: rethinking the boundaries, gendering, and spatiality of work. In *A Companion of Feminist Geography*, Nelson and Seager, eds. Blackwell Publishing, pp. 77-92.

Economic Policy Institute (2005) *State of Working America, Facts and Figures 2004/05*: reports on CEO Pay, Income, Inequality, International, Jobs, Minorities, Poverty, Wages, Wealth, Women, Work hours. www.epinet.org, 2 pages each.

Thursday, January 5: Caring labors and feminized work.

Badgett, M.V.L. and N. Folbre (1999). Assigning care: gender norms and economic outcomes. *International Labour Review* 138(3): 311-326.

Global Women: "Introduction" (Ehrenreich and Hochschild), p. 1-13; "Love and gold" (Hochschild), p. 15-30;

Week Two

Tuesday, January 10: Reproductive labor.

McDowell, L, et al. (2005) Women's paid work and moral economies of care. *Social and Cultural Geography* 6: 219-234.

Story, L. Many Women at Elite Colleges Set Career Path to Motherhood. *New York Times*, September 20, 2005.

Guest lecture: Laura Behrendt, former Hot Wheels (Mattel) marketing exec, now stay-at-home mom in Columbus.

Thursday, January 12: Informal labor market participation: the case of sex work

Kempadoo, K (1998) The migrant tightrope: experiences from the Caribbean. In Kempadoo, K. and J. Doezema, eds. *Global sex workers: rights, resistance, and redefinition*. New York and London: Routledge, p. 124-138.

Gregory, S (2003). Men in paradise: sex tourism and the political economy of masculinity. In *Race, nature and the politics of difference*, eds. Moore, Kosek, and Pandian. Duke University Press, p. 323-353.

In class video: Remote Sensing (53 minutes).

Week Three

Tuesday, January 17: Gendered sweatshop laborers: the case of *maquilas*.

Wright, M. 2001. A Manifesto Against Femicide. *Antipode* 33: 550-566

Thursday, January 19: Localizing the global work of women in the Caribbean.

High Heels and High Tech (Freeman): Chapters 2-3, p. 21-101.

Graduate students also read Introduction, Chapter 1.

Week Four

Tuesday, January 24: Docile laborers?

High Heels and High Tech (Freeman): Chapter 4, p. 102-139.

Wright, M. (2003). Factory daughters and Chinese modernity: a case from Dongguan. *Geoforum* 34(3): 291-301.

Thursday, January 26: Worker agency.

High Heels and High Tech (Freeman): Chapter 5, p. 140-212.

Week Five

Tuesday, January 31: Feminized labor over space and across scale.

High Heels and High Tech (Freeman): Chapters 6-7, p. 213-261.

In class video: Life and Debt (86 minutes).

Thursday, February 2: **Exam one in class.**

Week Six

Tuesday, February 7: Scaling circuits of women's labor.

Global Women: "Global Cities and Survival Circuits" (Sassen), p. 254-274; "Selling Sex for Visas" (Brennan), p. 154-168.

Tyner, J. (1999) The global context of gendered labor migration from the Philippines to the United States. *American Behavioral Scientist* 42: 671-689.

Thursday, February 9: Global trade in domestic labor.

Global Women: "Among women: migrant domestics and their Taiwanese employers across generations" (Lan), p. 169-189.

Week Seven

Tuesday, February 14: Importing reproductive care to the home: domestics and nannies.
Global Women: "The care crisis in the Philippines" (Parrenas), p. 39-54; "Just Another Job?" (Anderson), p. 104-114.

Thursday, February 16: The case of domestics in Vancouver: challenging the liberal economy.
Working Feminism (Pratt): Chapters 1-2.

Week Eight

Tuesday, February 21: Work identities over space and scale.
Working Feminism (Pratt): Chapters 3.

Thursday, February 23: Understanding work and workers: towards a methodology of work
Working Feminism (Pratt): Chapters 7-8.

Week Nine

Tuesday, February 28: Poor women in the US: welfare to workfare
Asen, R. (2003) Women, work, welfare: a rhetorical history of images of poor women in welfare policy debates. *Rhetoric and Public Affairs* 6: 285-312.

Goldman, A. and N. Cleeland. An empire built on bargains remakes the working world. (a three part story). *Los Angeles Times*, November 2003.

Greenhouse, S. and M. Barbaro. Wal-Mart memo suggests ways to cut employee benefit costs. *New York Times* October 26, 2005.

Thursday, March 2: Neoliberalism's attack on women.
Readings TBD...

Week Ten

Tuesday, March 7: Workfare: the struggle of women.
In class video: Take it from me (79 minutes)

Exam two given out (take home); papers due.

Exams due to me by Friday, March 10.

Thursday, March 9: No class! (I have a conference.)
Work on your exams and upload them to the Carmen Exam Two Dropbox by **Friday, March 10, 5PM**. Carmen will not accept your exams after 5pm!

620 Gender and Public Rhetoric

Associate Professor, English, Wendy Hesford
Associate Faculty, Women's Studies

Office Hours: English Department 421 Denney Hall (Office 408)
Wednesday 2:30-3:30, Thursday 1:30-3:30, and by appointment (hesford.1@osu.edu)

Special Topic: Feminist Rhetorics in an Era of Globalization

In this course, we will examine rhetorical configurations of agency, mobility, and location that characterize the feminist grammar of the geopolitical, including the metaphors of nation, borders, and migration, how material bodies acquire layers of identities through such movement, and how the local is constituted in relation to global systems. We will consider the contours of citizenship, labor, and the female body in the shifting rhetorical and material terrain of the global economy, with particular attention to the following themes: representations of sexual violence, global sex work, sex tourism, sweatshop labor, and women's human rights activism. In addition, we will consider theoretical trends such as the contemporary revitalization of universalism (namely, critical formations of the cosmopolitan as an alternative to nationalism) and calls for the development of an alternative spatial rhetoric and politics that recognize the coexistence of transnationalism with the nation-state.

Readings will introduce students to various methods of rhetorical analysis pertinent to the study of agency, including pentadic criticism rooted in the work of Kenneth Burke. Derived from his theory of dramatism, the Burkean pentad highlights five basic elements of a drama--act, agent, agency, scene, and purpose. In addition to exploring the implications of dramatic criticism for understanding the feminist grammar of the geopolitical, we will draw on the work of contemporary feminist rhetoricians and visual methodologies, including semiotics, content analysis, and discourse analysis as they intersect with rhetorical methods.

Readings span a range of genres, including theoretical and critical essays, public policy documents, autobiography/testimonials, and a play. We will also look at performance art and documentary films as key sites of rhetorical and cultural analysis. Reserve readings include works by Gloria Anzaldúa, Rey Chow, Katherine N. Hayles, Susan Jarratt, Trinh Minh-ha, Gayatri Spivak, Kathleen Welch, among others.

Required Texts:

Burke, Kenneth, *A Grammar of Motives*
DeKoven, Marianne, *Feminist Locations: Global and Local, Theory and Practice*
Kempadoo, Kamala and Doezenia, Jo, *Global Sex Workers: Rights, Resistance, and Redefinition*
Sassen, Saskia, *Globalization and Its Discontents*
Louie, Miriam Ching Yoon, *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*
Hesford, Wendy and Wendy Kozol, *Haunting Violations: Feminist Criticism and the Crisis of the 'Real'*
Royster, Jacqueline Jones, *Traces of a Stream: Literacy and Social Change Among African American Women*

Course Requirements:

- Weekly 1 page single-spaced response Papers: total of 6 for the quarter, must be posted on class email list 24 hours prior to class meeting (300 points) 30%
- Mid-Term Paper Proposal (research questions, annotated bibliography) (150 points) 15%
- Final Paper-conference length, 10-12 pages (Researched Rhetorical/Cultural Analysis) (300 points) 30%
- Oral Presentation of final project (last day of class) (100 points) 10%
- Weekly attendance and class participation (150 points) 15%

Reading Schedule (tentative)

*Readings on library reserve

Week 1: Feminist Rhetoric and the Performance of Dis/identifications

Key Terms: rhetoric, performance, identification and difference

*Burke excerpt from *Rhetoric of Motives*

*Jarratt "Beside Ourselves: Rhetoric and Representation in Postcolonial Feminist Writing"

*Munoz *Disidentifications: Queers of Color and the Performance of Politics* (Introduction)

In-class activities:

Analyzing excerpts from Trinh Min-ha; Gloria Anzaldua; Gaytri Spivak; and Michele Wallace

Fashion Photo-essay: "Far & Away Pieces"

Video: Coco Fusco and Paula Herdia, *Couple in a Cage*

Week 2: Dramatic Criticism: Pentadic Rhetorical Analysis

Key Terms: Pentad: act, agent, agency, scene, and purpose

Burke *A Grammar of Motives* (Part II) pages 127-317

(Students will read and summarize one chapter from Burke and present to class)

*Japp "Can this Marriage Be Saved? Reclaiming Burke for Feminist Scholarship"

Video: Ariel Dorfman and the Kennedy Center, *Speak Truth to Power*

Week 3: Sexual Violence, Agency, and the Trauma of Representation

Key terms and Methods: rhetorical vision, fantasy-theme criticism, trauma, rape scripts

Hesford & Kozol "Introduction" *Haunting Violations* (HV)

Hesford "Material Rhetoric and the Trauma of Representation" (HV)

Fernandes "Reading 'India's Bandit Queen'" (HV)

Bow "Third-World Testimony in the Era of Globalization" (HV)

Video: Margie Strosser, *Rape Stories*, Midge MacKenzie, *The Sky: A Silent Witness*

Film: excerpts from Shekar Kapur's *Bandit Queen*

Week 4: Documenting Violations: Women's Human Rights and Visual Rhetoric

Key Terms: gaze; absence/presence; in/visible

Bunch "Women's Human Rights: The Challenges of Global Feminism and Diversity"

*Grewal "On the New Global Feminism and the Family of Nations: Dilemmas of Transnational

Feminist Practice" from *Talking Visions*

*Dutt "Reclaiming a Human Rights Culture: Feminism of Difference and Alliance" (TV)

*Smith "Using Women's Rights to Sell Washington's War" from *International Socialist Review*

*Hassan "Muslim Women's Rights: A Contemporary Debate" from *Women for Afghan Women*

*Basu et al., "September 11: A Feminist Archive" from *Meridians*

Video: *The Afghan Girl*

Photography from Harriet Logan *Unveiled: Voices of the Women in Afghanistan*

Photo-essay: Lina Pallotta "History, Faces, and Transplanted Lives"

Week 5: Afra-feminist Ideology and Rhetoric

Key Terms and Methods: Ideology, Ideological Criticism

Royster *Traces of a Stream: Literacy and Social Change Among African American Women*

Chapter 1 "In Search of Rivers: Womanist Writers and the Essay"

Chapter 2 "Toward an Analytical Model for Literacy and Sociopolitical Action"

Chapter 3: "The Genesis of Authority: When African Women Became American"

Chapter 6: "A View from a Bridge: Afra-Feminist Ideologies and Rhetorical Studies"

*Walker "My Father's Country is the Poor" (personal essay)

*Althusser "Selected Texts" from Terry Eagleton *Ideology*

Video: Alice Walker and Pratibha Parmar, *Warrior Marks*

Week 6: Rethinking Globalization I: Spatial Rhetoric and Labor Politics

Key concepts: geopolitical rhetoric, spatial rhetoric

Friedman "Locational Feminism: Gender, Cultural Geographies, and Geopolitical Literacy" (FL)

Barad "Re(con)figuring Space, Time, and Matter (FL)

Louie *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory* (chapters will be divided among students)

Videos: Tia Lessin, *Behind the Labels: Garment Workers in US Saipan* (Witness)

And *Empire's New Clothes* (Witness)

Week 7: Rethinking Globalization II: Trans/nationalism and Rhetorics of Capital

Key Terms: transnational/national; capitalist scripts

Sassen *Globalization and its Discontents*

Chapter 2 "The De Facto Transnationalizing of Immigration Policy"

Chapter 3 "America's Immigration 'Problem'"

Chapter 5 "Toward a Feminist Analytics of the Global Economy"

Chapter 6 "Note on the Incorporation of Third World Women into Wage Labor"

Chapter 10 "The State and the Global City"

Week 8: The Evidence of Experience: Global Sex Workers and Trafficking

Key concepts: experience, testimonial, autobiographical scripts

*Scott "The Evidence of Experience" from *Critical Inquiry*
Kempadoo Introduction: "Globalizaing Sex Workers' Rights" (GSW)
Doezema "Forced to Choose" (GSW)
Murray "Debt-Bondage and Trafficking" (GSW)
Wijers "Women, Labor, and Migration" (GSW)
Montgomery "Children, Prostitution, and Identity" (GSW)

Comparative rhetorical analysis of reports from Women's Rights Division Human Rights Watch; Trafficking in Persons Report (Department of State, USA), and representations of trafficking of women and children by organizations such as Amnesty International and Anti-slavery.org.

Video: Gillian Caldwell, *Bought and Sold: An Investigative Documentary About International Trade in Women* (Witness)

Week 9: Cyber-Rhetorics and Sex Tourism

Fusco "Hustling for Dollars: *Jineterismo* in Cuba" (GSW)
Fusco "Stuff" (FL) (a play)
*Alexander, "Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism"
Sassen "Electronic Space and Power" Chapter 9 from *Globalization and its Discontents*
*Welch "Screen Rhetoric: Sophistic Logos Performers and Electric Rhetoric"

Video: Ursula Bienann, *Writing Desire*

Week 10: Oral Presentations on Final Projects