Appendix D:

Sample Syllabi
International Studies 356
Introduction to Globalization
The Ohio State University
Dr. Robert E. Kelly
688-3786 or 292-9657
kelly.260@osu.edu
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


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 the. 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 in 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*

13. Globalization as Social Integration  
    Introduction, Opening Scene, chs. 1-4

14. The Golden Straightjacket: 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
18. US and Globalization: Ready or Not?
   chs. 17-18

   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/

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/
   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.ccrf.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/
- 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: AAR  
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:
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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>15%</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>15%</td>
</tr>
<tr>
<td>Critical Review</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
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

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

Videos:
--Africa: Program 5, the Bible and the Gun (Davidson)
--Anistad (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/defshell1.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 Communities: Rebel Slave Communities, pp. 1-30; 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” (Behague, *Music and Black Ethnicity*, pp. 17-46)  
--Jorge, “La madama francésita: 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:**  
--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-Sia, “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

**BIBLIOGRAPHY**


P. Smith, 1958.


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.


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

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


SECTION B: DEVELOPMENT AID IN A HISTROICIAL PERSPECTIVE


SECTION C: COMMUNICATION, GLOBALIZATION AND DEVELOPMENT


SECTION D: NEW COMMUNICATION STRATEGIES FOR DEVELOPMENT


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 18th 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
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.

- 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
AEDE/IS 280 is a GEC course that has the following goals and objectives.

Diversity: International Issues
Goals/rationale: International issues courses help students become educated, productive, and principled citizens of their nation and world.
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.
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;92%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-90%</td>
</tr>
<tr>
<td>B</td>
<td>82-88%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-80%</td>
</tr>
<tr>
<td>C</td>
<td>72-78%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>68-70%</td>
</tr>
<tr>
<td>D</td>
<td>60-68%</td>
</tr>
<tr>
<td>&lt;60%</td>
<td></td>
</tr>
</tbody>
</table>

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 it 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


Topical Outline and Reading Assignments

Week 1

Introduction. Malthusianism and its critiques.

Chapter One. Section 2.1 of Chapter Two.


Week 2

Trends in food demand. Demographic transition. Income growth and food consumption.

Sections 2.2 through 2.6 of Chapter Two.

Week 3


Chapter Three (not including appendix).

Week 4


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.

The obesity epidemic.
Chapter Sixteen.

June 6th  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:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (20, each worth 1%)</td>
<td>20</td>
</tr>
<tr>
<td>Short papers (2, each worth 15%)</td>
<td>30</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20</td>
</tr>
<tr>
<td>Final exam</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

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):


- 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.


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](http://studentaffairs.osu.edu/resource_csc.asp). Also, read “Ten Suggestions for Preserving Academic Integrity” at [http://oaa.osu.edu/coam/ten-suggestions.html](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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions?</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>Runge, Ch. 1, Introduction, pages 1-9</td>
<td>Yes</td>
<td>In-class Video: Where are the Beans?</td>
<td>Topic 1 part 1</td>
</tr>
<tr>
<td></td>
<td>BWI 2005, Chapter 1, Who are the Rural Poor? Pages 14-29</td>
<td>Yes</td>
<td></td>
<td>Topic 1 part 2</td>
</tr>
<tr>
<td>9/25</td>
<td>Runge, Ch. 2, Hunger in a Prosperous World, pages 13-37</td>
<td>Yes</td>
<td>In-class Video: The Perfect Famine</td>
<td>Topic 1 part 3</td>
</tr>
<tr>
<td></td>
<td>BWI 2005, Ch. 2, Why are So Many People in the Developing World Poor and Hungry? Pp. 30-45.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions?</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/28</td>
<td>Runge, Ch. 3, Ending Hunger Sustainably, pages 39-68</td>
<td>Yes</td>
<td>View remedial videos 1 and 2 if economics background is weak.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Runge, Appendix A, Methodology Used for Hunger Projections, pages 209-213.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Runge, Appendix B, IMPACT Model Description, pages 215-225.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/3</td>
<td>DFID, Section 1, Introduction to the Sustainable Livelihoods Approach, pages 1-5. [link]</td>
<td>Yes</td>
<td></td>
<td>Topic 2 part 1</td>
</tr>
<tr>
<td></td>
<td>DFID, Section 2, Sustainable Livelihoods Framework. [link]</td>
<td>Yes</td>
<td></td>
<td>Topic 2 part 2</td>
</tr>
<tr>
<td>10/5</td>
<td>DFID, Section 4, Methods of Implementing Sustainable Livelihoods Approaches, pages 1, 5-8. [link]</td>
<td>Yes</td>
<td></td>
<td>Topic 2 part 3</td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions?</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/10</td>
<td>BWI 2005, Ch. 4, Strengthening Rural Communities in the Developing World, pages 64-83.</td>
<td>Yes</td>
<td></td>
<td>Topic 3 part 1</td>
</tr>
<tr>
<td></td>
<td>IPPRI, Women: The Key to Food Security, pages 1-4. [link]</td>
<td>Yes</td>
<td></td>
<td>Topic 3 part 2</td>
</tr>
</tbody>
</table>

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

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions?</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19</td>
<td>Runge, Ch. 4, Science and Food Security, pages 69-99.</td>
<td>Yes</td>
<td></td>
<td>Topic 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions?</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/24</td>
<td></td>
<td></td>
<td>Midterm Exam</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions?</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26</td>
<td>Runge, Ch. 5, Hunger and Institutional Change, pages 101-131.</td>
<td>Yes</td>
<td></td>
<td>Topic 6</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions?</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31</td>
<td>Runge, Ch. 6, Policies and Institutions, pages 135-177.</td>
<td>Yes</td>
<td>Homework 1 due</td>
<td>Topic 7</td>
</tr>
<tr>
<td>11/2</td>
<td>Timmer, The Macroeconomics of Food and Agriculture, pages 187-211. [link]</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions?</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/7</td>
<td>Hazell, Green Revolution: Blessing or Curse? Pages 1-4. [link]</td>
<td>Yes</td>
<td>Video: It Takes a Village</td>
<td>Topic 8 part 1</td>
</tr>
<tr>
<td></td>
<td>Rockefeller Foundation, Africa's Turn: A New Green Revolution in the 21st Century, pages 1-10. [link]</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
vibrant markets and enormous wealth are not enough to ensure food security for all.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
</table>

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Reading Questions</th>
<th>Other Activity</th>
<th>Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/16</td>
<td>Runge, Ch. 7, Investing in a Hunger-Free World, pages 179-199. Runge, Ch. 8, Conclusion, pages 201-207.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/21</td>
<td>Lomborg, Chapter 6, Hunger and Malnutrition, pages 95-111. Lomborg, Chapter 2, Communicable Diseases, pages 19-37.</td>
<td>Yes</td>
<td>Homework 2 due</td>
<td></td>
</tr>
<tr>
<td>11/23</td>
<td>Thanksgiving break</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**11/30**

**Final Exam**

Will be given during the last regularly scheduled class period.
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.

(Basil Blackwell, 2006). Chapters 2 and 9 will be posted on the class website until October 1st 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 25th. A non-cumulative final, worth 45 points, will take place from 3:30 to 5:18 on Monday, December 4th.

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

Due Dates. 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.

Redemption. 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.

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 20 points. Attendance will be posted on the class web page.

Academic Misconduct. 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.

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.
Topical Outline and Reading Assignments


S-G-T, Chapters 1 and 9.

2 Oct. Malthusian model and criticisms of same.

S-G-T, Chapter 2, section 2.1 only.


S-G-T, Chapter 2, remaining sections.


S-G-T, Chapter 3.


S-G-T, Chapter 4.


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.


S-G-T, Chapter 8.


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, southgate.1@osu.edu

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, luke.23@osu.edu

Objectives
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.

- 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
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;92%</td>
<td>80-82%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>78-80%</td>
<td>B-</td>
</tr>
<tr>
<td>88-90%</td>
<td>72-78%</td>
<td>C+</td>
</tr>
<tr>
<td>82-88%</td>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>68-70%</td>
<td></td>
<td>D+</td>
</tr>
<tr>
<td>60-68%</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td></td>
<td>E</td>
</tr>
</tbody>
</table>
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


Topical Outline and Reading Assignments

Week 1

Introduction. Malthusianism and its critiques.

Chapter One. Section 2.1 of Chapter Two.


Week 2

Trends in food demand. Demographic transition. Income growth and food consumption.

Sections 2.2 through 2.6 of Chapter Two.

Week 3


Chapter Three (not including appendix).


Sections 4.3 and 4.4 of Chapter Four.

Week 5  Globalization and agriculture. Food security.

Section 6.1 of Chapter Six. Chapter Eight.


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.


Chapter Sixteen.


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/](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:
People’s Daily Online: http://english.peopledaily.com.cn/
SINA News: http://english.sina.com/


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

Reference Books:


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


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)


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)


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:**


**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

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)


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)


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)


Culture Conflict in Developing Nations
Anthropology 597.01
Summer 2006
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 Website: 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

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.tompaione.com/Archive/econtent/4777.html

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.
• Response Paper #1 Due (Jun. 28)

July 3 and 5  Neocolonialism and Imperialism
• Paper Topic Due (Jul. 3)

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

July 12  Population, development, and the environment
Population, development, and the environment cont'd
    http://www.unesco.org/courier/2001_04/uk/planet.htm
    http://www.okcu.edu/economics/ASSIGN/JWILLNER/4013/2002Spring/LetThemEatPollution.PDF
  - Response Paper #2 Due

July 17
  - UN Declaration of Human Rights
    http://www.un.org/rights/50/decla.htm
    http://www.worldpolicy.org/journal/tharoor.html

July 19
  - Ethnic conflict, violence, and instability
      http://www.mtholyoke.edu/acad/intrel/bowen.htm
    - Response Paper #3 (Ethnic Conflict Assignment) Due

July 24 and 26
  - Resistance, protest, and rebellion
    - Term paper draft and references due (Jul. 26)

July 31
  - No readings – EXAM

August 2
  - Alternatives, solutions, and the future of cultural conflict
    - Inglehart, Ronald and Norris, Pippa (2003) "The true clash of civilizations." Foreign Policy Mar/Apr
    - 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 1 1/2 page or 2 1/2 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 Ethic 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  
Algeria  
Bangladesh  
Belize  
Bolivia  
Brazil  
Cambodia  
Chad  
Colombia  
Costa Rica  
Dominican Republic  
Ecuador  
Eritrea  
Ethiopia  
Ghana  
Guatemala  
Guyana  
Haiti  
Honduras  
India  
Indonesia  
Jamaica  
Kenya  
Liberia  
Mexico  
Nicaragua  
Nigeria  
Pakistan  
Rwanda  
Samoa  
Somalia  
South Africa  
Sudan  
Turkey  
Uganda  
Uruguay  
Venezuela  
Vietnam  
Zimbabwe

Grading Criteria:

<table>
<thead>
<tr>
<th>Country sign-up (3 Jul.)</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft (26 Jul.)</td>
<td>5 points</td>
</tr>
<tr>
<td>Paper (21 Aug.)</td>
<td>24 points</td>
</tr>
<tr>
<td>Quality of information</td>
<td>8 points</td>
</tr>
<tr>
<td>(breadth of coverage; application to class)</td>
<td></td>
</tr>
<tr>
<td>Use of references</td>
<td>7 points</td>
</tr>
<tr>
<td>Organization</td>
<td>4 points</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>5 points</td>
</tr>
</tbody>
</table>
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 antisytemic 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 dnan.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 points)
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 Uralis (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 (1993:368), "...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

   **Example of a Magazine or Journal:**
   Mercer, R.J.

   Roper, Marilyn

   **Online References:**
   Welch, Carol and Jason Oringer

   Mander, Jerry and Debi Barker
   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 2002:14)

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’Pherson
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.


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


GLOBALIZATION, DEVELOPMENT, AND ECONOMIC CRISIS


**Week 3:**

**STRUCTURAL ADJUSTMENT AND WOMEN**

**FILM & DISCUSSION: Lift and Debt**


**Week 4:**

**WOMEN AND THE GLOBAL ECONOMY**


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


MIGRATION AND EDUCATION


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


WOMEN’S HEALTH AND HUMAN RIGHTS AND POVERTY


**Week 8:**

RESEARCH PROPOSALS: TUES FEB 21

**THE RIGHT TO AND THE ROLE OF SEXUALITY**


**EMPOWERMENT AND CHANGING IDENTITY/CULTURAL REPRODUCTION**


**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
The Harmless People 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/21</td>
<td><em>Aman</em> Book Report Due</td>
<td></td>
</tr>
<tr>
<td>11/21&amp;23</td>
<td>TEXT: pp. 242-259</td>
<td>The politics of reproduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The cultural nexus of Aka father-infant bonding</td>
</tr>
<tr>
<td>11/28</td>
<td>Research Project Due</td>
<td></td>
</tr>
<tr>
<td>11/28&amp;30</td>
<td>Rethinking anthropological studies of the body: manas and bodham in Kerala</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Grameen Bank</td>
</tr>
<tr>
<td>12/7</td>
<td>FINAL EXAM</td>
<td>11:30 – 1:18</td>
</tr>
</tbody>
</table>
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, breastfeeding, 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 Deschapelles

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:
- Social Science and Medicine
- Medical Anthropology Quarterly
- American Journal of Clinical Nutrition
- Health Affairs
- Journal of the American Medical Association (AMA)
- American Journal of Physical Anthropology
- American Anthropologist
- Current Anthropology
- Journal of the American Medical Women’s Association
- Lancet
- New England Journal of Medicine
- Journal of Medical Ethics
- Journal of Medicine and Philosophy
- Bioethics
- Nature
- Science
- Human Biology
- Cultural Anthropology
- Ethnology
- Journal of Traumatic Stress
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:**
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

**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:
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. Melanie McAllister will talk about evangelical Christians and foreign policy. Paul Rusesabagina, the subject of the film Hotel 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 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 Pommerene 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"
*Meredith 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, 124-189

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

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”

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”
* Jim 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 pm 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
ANALYTIC PAPER 4 DUE

Film: Osama
Monday May 8: Case Study: The Taliban continued

*************** 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
*Simas 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
*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 *Bhagavad 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 freewill 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


- 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 Belief.net. 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 sibling is a superb resource, regardless of your faith or lack thereof. Regular blogger Ed Olson roams far and wide and has the wisdom to bring back more than just the controversy of the day.

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

- Direland, 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 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.

Lattin's Write 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 newspaper service -- terrific links to the hottest 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 Shadie, 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 God Beat 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 News is a Christian site that rounds up reports on "religious cults, sects, new religious movements, alternative religions, apologetics, anticult, and counterculture 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 Tippett 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: srinivas2@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.


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

**Week 1: Introduction**

January 8: Introduction


**Week 2: Ethnic City**


**Week 3: Centers and Margins**


**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:


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


India and Pakistan Map: http://www.wwnorton.com-nael/nto/20thC/postcolonial/imindiaapakmap.htm

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


Class discussion about the movie.

PAPER 1 DUE IN CLASS

**Week 5: The Global City**


**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.


*Week 7: City as Theme Park


Week 8: Media and the Metropolis

February 26: No Class


PAPER 2 DUE IN GLASS

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.
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 and social 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 these 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).

Course Outline

6.20 M: Introductions

Situating Scientific Knowledges and Practices


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

Traweek, "Pilgrim's Progress: Male Tales Told during a Life in Physics" (SSR)

Gusterson, Chapter 3

7.11 M: "Gusterson, Chapters 4 - 6"

7.13 W: Group 2 Facilitates

Petryna, Chapter 1

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

Becoming Bio-Citizens

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

8.3 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.
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 absences, 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Tue, 6/20</td>
<td>Intro</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: Assignment #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part 1 of [Safe]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part 2 of [Safe]</td>
</tr>
<tr>
<td>Wk 3</td>
<td>Tue, 7/4</td>
<td>HOLIDAY</td>
<td>HOLIDAY</td>
</tr>
</tbody>
</table>
|      | Thu, 7/8  | Unit 2: What is the "global" of "global culture"? | First half of Jamaica Kincaid's book, *A Small Place*. (about 40 pages)  
<p>|      |           |                                          | Pop quiz...                                                    |
|      |           |                                          | In-class screening of Life and Debt                            |
|      | Thu, 7/13 | Global, Part 3: McWorld?                 | Due: Take-Home Midterm                                         |
|      |           |                                          | Finish Life and Debt                                           |
|      |           |                                          | Due: Assignment # 2                                             |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu, 8/3</td>
<td>In-class screening of Part 2 of Lagaan</td>
<td>© Majumdar, Boría. &quot;Cultural Resistance and Sport: Politics, Leisure and Colonialism— Lagaan — Invoking Lost History. &lt;br&gt; © Mannathukkaren, Nissim. “Subalterns, Cricket and the ‘Nation’: The Silences of Lagaan.” &lt;br&gt; Due: Assignment #3</td>
<td></td>
</tr>
<tr>
<td>Wk 8 Tue, 8/8</td>
<td>© Farred, Grant. &quot;The Double Temporality of Lagaan: Cultural Struggle and Postcolonialism.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu, 8/17</td>
<td>Wrapping up</td>
<td>Due: Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Comparative Studies 651:
Topics in Comparative Studies
SPACE, PLACE, GLOBALITY
Professor Timothy K. Choy
Office: 308E Dilles Hall
Office Hours: Mondays, 2:30-3:30, and by appointment
e-mail: 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'
thorizations 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)

Yoneyama, Lisa. 1999. Hiroshima traces : time, space, and the

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
(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)
Rodman, Margaret. 1992. Empowering Place: Multilocality and

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 in Bird et al, eds. Mapping the futures : local
Minneapolis, University of Minnesota.
(3):327-360.

UNIT 3. MAKING AND WRITING PLACES

Week 7.  (Feb 18)
Senses of Place
Stewart, Kathleen. 1996. An occupied place. In Senses of Place

Week 8.  (Feb 25)
Memory, Space, Power
(Selections TBA)

Week 9.  (Mar 3)
And again, Memory

Week 10.  (Mar 10)
To be discussed
Some Possibilities:


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 interpret international political events. Thus, students are required to learn theoretical aspects of international politics, which will be heavily drawn from the first assigned textbook, 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


Recommended
Students are strongly recommended to read newspapers and current affairs magazines, especially New York Times, Chicago Tribune, Financial Times, 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 textbooks.

**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.**

Sept 21  Introduction and Foundation
Sept 26  Course Introduction

**Week 2.**

Sept 28  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”

Sept 28  One World, Many theories

**Week 3.**

Oct 03  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?”

Oct 05  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.
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.
Oct 19 Mid-Term Exam
One World, Rival Theories — Why learning theories and what is the use?
Available on Line through the OSU library website. Type in “Foreign Policy” at
Oct 21 Mid-Term Exam

Week 6.
Oct 24 Current Issue I: Globalization Debate
Global Political Economy — Competing World Views
Read Hughes Ch. 11
Oct 26 Globalization and World Economy Debate
Hughes Ch 12 and Rodrik, “Sense and Nonsense in the Globalization Debate?”

Week 7.
Oct 31 Current Issue II: American Hegemony
American Hegemony
Read Brooks and Wohlfarth, “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.
Nov 07 Current Issue III: Rising China.
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.
Nov 14 Current Issue III: Between WMD and Global Society
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.
Nov 23 Current Issue IV: Future Ahead
What does and does not continue in the 21st Century? and One World,
Many Theories. Read Hughes Ch. 17
Nov 28 FINAL REVIEW
<table>
<thead>
<tr>
<th>Week 10.</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 30</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
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 viewpoints 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.

.................................
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

“Our 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 then 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 then 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 then 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, etc.). 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


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

Stable URL:  

(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

Stable URL:  
http://links.jstor.org/sici?sici=0010-4159%28198407%2916%3A4%3C421%3APRTAP%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 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


Stable URL: http://links.jstor.org/sici?sici=0010-4159%281999%2992%3A1%3C21%3AERUDA%3E2.0.CO%3B2-P

(ON ELECTRONIC RESERVE OR AVAILABLE ONLINE AT JSTOR)

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


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)


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.


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:**

<table>
<thead>
<tr>
<th>Examinations</th>
<th>Question Submissions</th>
<th>Mid-term 1:</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mid-term 2:</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam:</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper:</td>
<td>15%</td>
</tr>
</tbody>
</table>

**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](mailto: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., you 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.

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Introduction and Overview</strong></td>
</tr>
<tr>
<td>W: January 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Developmental Basis of Security</strong></td>
</tr>
<tr>
<td>Growing up secure</td>
</tr>
<tr>
<td>M: January 9</td>
</tr>
<tr>
<td>W: January 11</td>
</tr>
<tr>
<td>C: 1,2</td>
</tr>
<tr>
<td>C: 3</td>
</tr>
<tr>
<td>PSZ: 1,2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental factors in security and socialization</strong></td>
</tr>
<tr>
<td>M: January 16</td>
</tr>
<tr>
<td>W: January 18</td>
</tr>
</tbody>
</table>
### 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 | W: February 1 |

### Week 6

**The psychology of**

| M: February 6 | W: February 8 |

### Week 7

**The Psychology of Control**

| M: February 13 | W: February 15 |

**Paper Due: A – G**

### Week 8

**The Social Psychology of Security Threat**

| M: February 20 | W: February 22 |

- Ethnocentrism, Dehumanization, Obedience, Prejudice/Stereotyping
- Conformity, Groups and Out-groups, Hate

**Paper Due: H – P**

**Submit WebCT Questions by today**

### Week 9

**Individual Differences and Personal Security**

| M: February 27 | W: March 1 | Paper Due: R - Z |

- Mid-term Exam # 2
- Cost and Reward Orientation; Self-control, Self-regulation, Alcohol, Drugs, Escape

### Week 10

**Interpersonal Relations and Intergroup Relations**

| M: March 6 | W: March 8 |

- Community, Country, Global Threats and Security
- Motives (Rational, Psychological, Cultural) and Submit WebCT
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 p.m., 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.
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.

<table>
<thead>
<tr>
<th>Week 1: Introduction: Beyond “those people in those countries”</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPTIONAL HOMEWORK ASSIGNMENT FOR THURSDAY</td>
</tr>
</tbody>
</table>

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" @

Skim this one to familiarize yourself with some contemporary development problems:

---

**Week 2: From development project to globalization**

Tues 4-4  Development, globalization, power and social responsibility


Handout: development approaches

Thurs 4-6  Continued


RESEARCH REPORTS: Th: USAID

---

**Week 3: Alternative development and people-centered solutions**

Optional homework assignment for Thursday

Tues 4-11  Towards a people-centered approach to development


Thur 4-13  People-centered development: Projects and people

FILM: “Water for Ayolé”
"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

<table>
<thead>
<tr>
<th>Week 4: Globalization, development and hunger</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Week 5: Workers in the global factory</th>
</tr>
</thead>
</table>

Tues 4-25 Industrial workers in the global factory

FILM “The Child Behind the Label”


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


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)


RESEARCH REPORTS: T: Grameen Bank

<table>
<thead>
<tr>
<th>Week 9: Social groups in conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 5-23  Competing claims to the Amazon</td>
</tr>
<tr>
<td>Reading:  <em>Voices from the Amazon</em> book (use the reading guide)</td>
</tr>
<tr>
<td>Thurs 5-25  Judging competing claims</td>
</tr>
</tbody>
</table>

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"

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Continued</td>
<td>Continued</td>
</tr>
<tr>
<td>2</td>
<td>Development project &amp; globalization</td>
<td>Continued</td>
<td>Continued</td>
</tr>
<tr>
<td>3</td>
<td>Alternative development</td>
<td>Projects and people</td>
<td>FILM</td>
</tr>
<tr>
<td>4</td>
<td>Globalization, development &amp; hunger</td>
<td>Midterm</td>
<td>Continued</td>
</tr>
<tr>
<td>5</td>
<td>Workers in the global factory</td>
<td>FILM</td>
<td>Continued</td>
</tr>
<tr>
<td>6</td>
<td>The Human Farm</td>
<td>FILM</td>
<td>Continued</td>
</tr>
<tr>
<td>7</td>
<td>Paths to empowerment</td>
<td>Building social capital</td>
<td>Continued</td>
</tr>
<tr>
<td>8</td>
<td>Gender, enterprise &amp; relationships in development</td>
<td>What works?</td>
<td>FILM</td>
</tr>
<tr>
<td>9</td>
<td>Voices from the Amazon</td>
<td>FILM</td>
<td>FILM</td>
</tr>
<tr>
<td>10</td>
<td>Citizen organizing: local-global links</td>
<td>FILM</td>
<td>FILM</td>
</tr>
</tbody>
</table>

**Final Exam Tuesday, June 6, 1:30-3:18**
RESEARCH REPORTS (will be revised when assignments are made)

<table>
<thead>
<tr>
<th>Week and Topic</th>
<th>Person 1 Name, email</th>
<th>Person 2 Name, email</th>
<th>Person 4 Name, email</th>
<th>Person 3 Name, email</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH2. USAID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T3: World Bank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH3: UNDP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH4: FAO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T5: ILO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T6: World Neighbors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH6: Heifer International</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th7: Oxfam International</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T8: Grameen Bank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T9: UNEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T10: WTO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)


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 webpage 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.


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.


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.


c. Ducan, \textit{Worlds Apart}, pp. ix-72


\textbf{Part II Rural Poverty in the United States}

\textbf{May 1 Gender, Race and Ethnicity, and Region}

a. Duncan, \textit{Worlds Apart}, pp 73-151

b. RSS Task Force, \textit{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). \textit{Available: OSU's library electronic reserve, titled: Persistent Poverty in Rural America}

\textbf{May 8-15 Farming, Rural Development, and State Policy}

a. Linda M. Lobao, \textit{Locality and Inequality} (The State University of New York Press, 1990) Chapters 1-4; skim Chapter 5; Chapter 6; Chapter 9.


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).


May 29  Issues in Rural Poverty Research in Developing Countries.


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.osu-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.poverty-map.net/


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


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](http://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](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](http://www.childtrends.org/PDF/Prop10IndicatorBook.pdf)

**Institute for Responsible Wealth**

[http://www.responsiblewealth.org](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](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:**


**Recent debates: cost of living and poverty rates**

“Poverty over Time and Location: An Explanation of Metro-Nonmetro Differences” by John M. Ulinwengu 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](http://www.umich.edu/publications)

**Debates on the Effects of Globalization on Poverty**: See the journal *World Development*, various issues.

**Books of Interest**


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.


Night Comes to the Cumberlands, by Harry M. Caudill, Jesse Stuart Foundation, 1963 ISBN 1931672008
A classic book on Appalachia.


Indian Reservations in the United States: Territory, Sovereignty and Socioeconomic Change, Klaus Frantz and Frantz Frantz, University of Chicago Press, Aug. 1999, ISBN 0226260895


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.1@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 midterm 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:


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

Chapters 1, 2, and 3 "Situating Rural Women in Theory and Practice", "Feminist Theory and Rural Women," "Rural Women and Nature" (pp. 1-43).


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


Week 5, April 28 Women and Global Production II


Week 6, May 5 Women of the Rainforest


Week 7, May 12 Women’s Response to Globalization

Joya Misra, “Gender and the World System,”

“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


IV. FARM AND RURAL WOMEN IN THE U.S. AND COMPARATIVELY

Week 10, June

Contemporary Rural and Farm Women and their Responses to Change


Rural women in Comparative Perspective


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
Assistant Professor of Sociology
Office: 384 Bricker Hall
Email: lopez.137@osu.edu
Phone: 292-8192
Office Hours: TR 1:30 – 2:30pm or by appointment

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
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.”

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

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

Student Presentations: Working conditions in the early 20th century

Thursday, January 22

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
Video: Struggles in Steel

Thursday, January 29

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

Film, “Roger and Me,” by Michael Moore.

Thursday, February 5

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
Tuesday, February 17
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

Student Presentations: Service Jobs

Tuesday, February 24

Student Presentations: Service Jobs

Thursday, February 26

Student Presentations: Service Jobs

Tuesday, March 2

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
   Gwendolyn Mink.
   Recycle their Past,” 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.

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](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 chose 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:**


One additional book from a forthcoming list of several options, on which you will write a review essay.

**Articles:**


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.


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 chose 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%

**TENTATIVE COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH Jan 4</td>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global Inequalities: A portrait</td>
<td></td>
</tr>
<tr>
<td>T Jan 9</td>
<td>Population and Poverty</td>
<td>Kerbo Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kerbo p. 1-14, 21-24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kerbo Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A1: Pop. Ref. Bureau</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 1-22, 32-37</td>
</tr>
<tr>
<td>TH Jan 11</td>
<td>Theories of Global Inequalities</td>
<td>Kerbo Ch. 3</td>
</tr>
<tr>
<td>T Jan 16</td>
<td>Theories continued</td>
<td>A2: Sachs-1</td>
</tr>
<tr>
<td></td>
<td>Film: Globalization: Winners and Losers</td>
<td></td>
</tr>
<tr>
<td>TH Jan 18</td>
<td>Strategies of Development</td>
<td>A3: Gereffi</td>
</tr>
<tr>
<td></td>
<td>Global Production Networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group #1 Current Issues Paper due</td>
</tr>
<tr>
<td>T Jan 23</td>
<td>Slavery/Sweatshops</td>
<td>A4: Bales</td>
</tr>
<tr>
<td></td>
<td>Current Issues Discussion #1</td>
<td></td>
</tr>
<tr>
<td>TH Jan 25</td>
<td>Film: Behind the Labels</td>
<td></td>
</tr>
<tr>
<td>T Jan 30</td>
<td>Global Financial Networks</td>
<td>A5: Ellwood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book Choice due</td>
</tr>
<tr>
<td>TH Feb 1</td>
<td>The Debt Crisis and SAPs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film: Forgive Us our Debts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group #2 Current Issues Paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midterm study guide distributed</td>
</tr>
<tr>
<td>T Feb 6</td>
<td><strong>Midterm Exam</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Regional Foci: Asia Africa and Latin America</strong></td>
<td></td>
</tr>
<tr>
<td>TH Feb 8</td>
<td>The East Asian Dragons</td>
<td>Vogel Ch.1-3</td>
</tr>
<tr>
<td></td>
<td>Current Issues Discussion #2</td>
<td></td>
</tr>
<tr>
<td>T Feb 13</td>
<td>East Asia Continued</td>
<td>Vogel Ch. 4-5</td>
</tr>
<tr>
<td>TH Feb 15</td>
<td>Film: Asia Rising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz #1: Asia</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>T Feb 20</td>
<td>Africa</td>
<td>Kerbo pp. 149-152 Kerbo Ch. 7</td>
</tr>
<tr>
<td>TH Feb 22</td>
<td>Africa continued</td>
<td>Group #3 Current Issues Paper due</td>
</tr>
<tr>
<td></td>
<td>Quiz #2: Africa</td>
<td></td>
</tr>
<tr>
<td>T Feb 27</td>
<td>Latin America</td>
<td>Kerbo Ch. 8</td>
</tr>
<tr>
<td></td>
<td>Current Issues Discussion #3</td>
<td></td>
</tr>
<tr>
<td>TH Mar 1</td>
<td><strong>Global Crises, Global Solutions</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate Change</td>
<td>Kerbo Ch. 10</td>
</tr>
<tr>
<td></td>
<td>Film: An Inconvenient Truth</td>
<td>Book Review due</td>
</tr>
<tr>
<td></td>
<td>Quiz #3: Latin America</td>
<td>A6: Lindsay</td>
</tr>
<tr>
<td>T Mar 6</td>
<td>The End of Poverty?</td>
<td>A7: Sachs-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A8: Singer</td>
</tr>
<tr>
<td>TH Mar 8</td>
<td>Current Issues Discussion #4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and Wrap-Up</td>
<td>Final Exam Study Guide distributed</td>
</tr>
<tr>
<td>W Mar 14</td>
<td>Final Exam Wednesday</td>
<td></td>
</tr>
</tbody>
</table>

**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


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*

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*

Distribute Assignment 3

**Week 7**

Oct 30 – Migration

Read: *International Migration: facing the challenge*

Nov 1 – Film: *Maria Full of Grace*


**Week 8**

Nov 6 – Discussion

DUE: Assignment 3

Nov 8 – Trends in the United States

Read: *Population Handbook* pp 39-41

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

STUDENTS WITH DISABILITIES:
The student must contact the Office of Disabilities in 150 Pomerene Hall (292-3307) to make arrangements for special considerations in this course. Students with documented disabilities are responsible for making their own needs known to the instructor and seeking available assistance in a timely manner. This syllabus is available in alternative formats on request from the Sociology Advising Office in 304 Bricker Hall (292-2056)
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 reasearch 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
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

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*

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

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

STUDENTS WITH DISABILITIES:
The student must contact the Office of Disabilities in 150 Pomerene Hall (292-3307) to make arrangements for special considerations in this course. Students with documented disabilities are responsible for making their own needs known to the instructor and seeking available assistance in a timely manner. This syllabus is available in alternative formats on request from the Sociology Advising Office in 304 Bricker Hall (292-2056)
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 globalphiles and hyperglobalizers against globalphobics and skeptics, not to mention the myriad of transformationists 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


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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Research report</td>
<td>20%</td>
</tr>
<tr>
<td>Draft Research paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research paper</td>
<td>40%</td>
</tr>
</tbody>
</table>

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**
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

• 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


Beverley, John and José Oviedo, eds. 1993. Postmodernism Debate in LA, Special Issue of boundary 2 20.3.


Calderón, Fernando. 1993. "LA Identity and Mixed Temporalities; or How to Be Postmodern and Indian at the Same Time." Boundary 2 20.3: 55-64.


Korzeniewicz, Roberto Patricio and William C. Smith, eds. 1996. Latin America in the World-Economy. Westport, CT: Greenwood P.


http://www.unesco.org/culture/worldreport/html_eng/tables2.shtml


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:


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://estw.ohio-state.edu/writing_center/index.htm](http://estw.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

**Week 1**
**INTRODUCTION**

**Thurs** Sep 22
Introduction to Course:

**Week 2**
**HISTORY: SLAVERY AND COLONIALISM**

**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

**Sep 29**
**Colonialism & Nationalism**

Thurs
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

**Week 3**
**RACE & GENDER IN COLONIALISM & IMPERIALISM**

**Tues** Oct 4
Sarah Baartman/ Hottentot Venus film
Edward Said *Orientalism* 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)

**Week 4**
**RACE & GENDER IN THE GLOBAL ECONOMY**

**Tues** Oct 11
Multinational Gender
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**

**Tues Oct 18**

**The Global Economy**

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**

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**

**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)

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


**Thursday:**

**FILM** "Third World Women"

**Required Readings for Thursday:**

Have looked over Bulbeck and Sylvester.


**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.


2. We also will work with handouts on world traveling.


**Required Readings for Thursday:** [read both, write on one for homework assignment]


**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.

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:
© Del 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

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:

Required Readings Thursday:

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:
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.

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:

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 of 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 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/translator" 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 (i.e., 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
- orientalism, re-orienting
- lens, filter
- standpoint, location
- situated, contextualized subjects
- 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
- WTD/GAD approaches
- universalism, modernism
- postmodern, postcolonial, poststructuralist
- solidarity, alliances
- empowerment, power
- cultural essentialism
- cultural relativism
OVERVIEW OF THE QUARTER

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Feminist Analysis in Global Perspective</td>
<td>Continued Film</td>
</tr>
<tr>
<td>2</td>
<td>Representation</td>
<td>Continued Homework</td>
</tr>
<tr>
<td>3</td>
<td>Women &amp; Agency in Cultural Context</td>
<td>Continued</td>
</tr>
<tr>
<td></td>
<td>Film</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Harem Years this week</td>
<td>Essay due</td>
</tr>
<tr>
<td>5</td>
<td>Rethinking Notions of Oppression and Agency: Veiling &amp; Islam</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Aman's Story this week</td>
<td>Film</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay due</td>
</tr>
<tr>
<td>7</td>
<td>Empowerment</td>
<td>Politics of Motherhood</td>
</tr>
<tr>
<td></td>
<td>Film</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Maria Teresa Tula's Story this week</td>
<td>Film</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay due</td>
</tr>
<tr>
<td>9</td>
<td>Analyzing Lesbian Lives</td>
<td>Continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Film</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td>10</td>
<td>Transnational Feminist Solidarity</td>
<td>Continued</td>
</tr>
</tbody>
</table>

Final essay due next Monday
Women and Work
Women's Studies 524
Winter Quarter 2006
TTh 3:30-5:18pm, Boiz 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://teflr.osu.edu/carmen/).

ISBN (paperback): 0-8050-7509-7 (list price, $15.00)

ISBN (paperback): 0-8223-2439-3 (list $22.95)


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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exam 1</td>
<td>30</td>
</tr>
<tr>
<td>2. Exam 2</td>
<td>30</td>
</tr>
<tr>
<td>3. Participation</td>
<td>10</td>
</tr>
<tr>
<td>4. Research paper</td>
<td>30</td>
</tr>
</tbody>
</table>

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.


Thursday, January 5: Caring labors and feminized work.


Week Two
Tuesday, January 10: Reproductive labor.

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.  


In class video: Remote Sensing (53 minutes).

Week Three
Tuesday, January 17: Gendered sweatshop laborers: the case of maquilas.  

Thursday, January 19: Localizing the global work of women in the Caribbean.  
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.

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: Femininized 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.  


Thursday, February 9: Global trade in domestic labor.

**Week Seven**
Tuesday, February 14: Importing reproductive care to the home: domestics and nannies. 

Thursday, February 16: The case of domestics in Vancouver: challenging the liberal economy. 

**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 


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 Burkian 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 Doezenma, 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
*Jarrett "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; Gayatri Spivak; and Michele Wallace
Fashion Photo-essay: "Far & Away Pieces"
Video: Coco Fusco and Paula Herdia, Couplement 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)

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: "Globalizing 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**