

Nagoya University
Graduate School of International Development
Development Sociology 2015

Sanae Ito
Room 603/ Tel: (789) 4977
Email: ito@gsid.nagoya-u.ac.jp
Class hours: Monday 16:30 – 18:00

Introduction

Course description

This lecture series will introduce students to basic theories and approaches in international development. We will begin by examining how development has been defined, measured, and approached by the development community. This is followed by the review of classical theories of development that examine the roles of the market and the state in promoting development. We will try particularly to understand theories about modernization and underdevelopment, the two major currents of thought that explore the causes of why nations stay poor. We will then look at development actors, i.e., foreign donors, aid recipients, international financial institutions, the United Nations, multinational corporations, and civil society organizations. Lastly, we will discuss some of the current issues in international development: environment, rural and urban development, and health. **By the end of this course, students will be expected to demonstrate their understanding of the evolution of development theories as well as their ability to articulate their views concerning current development issues.**

Weekly lectures

- 1) Introduction: what is development?
- 2) History of development
- 3) Theories of development
- 4) Post-development and alternatives to development
- 5) Gender and development
- 6) Globalization and development

- 7) The state, development agencies, and bilateral aid
- 8) Multilateral actors in development
- 9) Civil society and development
- 10) Environment and development
- 11) Rural development
- 12-15) Social Research Methods

References

- Haslam, P. A., J. Schafer, and P. Beaudet, eds. 2012. *Introduction to International Development: Approaches, Actors, and Issues*. Second ed. Ontario: Oxford University Press.
- Haynes, J. 2008. *Development Studies*. Cambridge: Policy.
- Willis, K. 2005. *Theories and Practices of Development*. London: Routledge.
- Perecman, E. and S. R. Curran, eds. 2006. *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*. Thousand Oaks: Sage Publications

Course Evaluation

Term paper (70%) and contribution to classroom discussions (30%)

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History of development

Objectives:

In this lecture we will examine the historical process in which the enterprise of ‘development’ emerged after the Second World War. Firstly, we will try to understand the two main tenets of development theories, i.e., modernization theory and dependency theory, which gained influence in the 1950s and 1960s. Secondly, we will discuss what came after these grand theories in the 1970s and 1980s in the form of basic needs approaches and structural adjustment programmes. Thirdly, we will review the neo-liberal policy agenda (Washington Consensus) during the 1990s and the subsequent formulation of the Millennium Development Goals in the 2000s.

Questions:

- 1) How do dependency theorists challenge the modernization approaches to development?
- 2) What are the main aspects of structural adjustment programmes (SAPs) and what are the social effects of SAPs?
- 3) How does the international community assess the achievement of MDGs and what should come after the MDGs?

Required reading:

Haynes, J. 2008. ‘History of Development’. In *Development Studies*. Chapter 2. Cambridge: Polity.

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Theories of development

Objectives:

Following last week's lecture, we will look closer at the lineage of development theories over a longer period of time and examine more recent developments in the so-called 'developing world'. This will help you to better understand some of the theories reviewed in the previous week in the longer historical perspective.

Questions:

- 1) How has the Great Recession of the twenty-first century changed the prospects for development?
- 2) What is neo-liberalism? How has it affected development?
- 3) Do you think developmental states are the key to development's future? If we are moving towards a post-state future, who or what will be the agent of development?

Required reading:

Desai, R. 2012. 'Theories of development'. In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 3. Ontario: Oxford Univ. Press.

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Post-development and alternatives to development

Objectives:

In this lecture we will learn about the historical context in which the post-development school emerged and understand the core arguments put forward by post-development scholars. We will then discuss the validity of their arguments and examine whether there are any alternatives.

Questions:

- 1) What do scholars mean when they claim that development discourses are ahistorical and that they depoliticize political and economic processes in the Global South?
- 2) Why is it claimed that the question of knowledge production and circulation is central to students of development?

Required reading:

Sahle, E. N. 2012. ‘Post-Development and Alternatives to Development. In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 4. Ontario: Oxford Univ. Press.

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Gender and Development

Objectives:

Women used to be viewed as simple recipients of social assistance in earlier development programs up until the 1980s. Since then, debates surrounding women have undergone many changes. In this lecture we will explore the historical and theoretical foundations of the field of ‘women, gender, and development’ and examine key concepts and debates. By the end of this lecture, students will understand how the question of gender in international development is fundamentally related to power relations concerning other minority groups.

Questions:

- 1) Why is it claimed that development can no longer ignore women?
- 2) How do gender relations influence the feminization of poverty?
- 3) How could the ‘mainstreaming gender equality’ approach improve power-sharing between the sexes in a sustainable development project?

Required reading:

Martinez, A. 2012. ‘Gender and Development: the Struggles of Women in the Global South. In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 5. Ontario: Oxford Univ. Press.

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Globalization and Development

Objectives:

The increasing level and speed of globalization is profoundly changing the way our societies and states are structured and governed. In this lecture we will examine how globalization intersects with development, changing the relationship between developed and developing countries. By the end of this lecture students will understand what the world is debating concerning globalization's impact on development.

Questions:

- 1) How is globalization changing the meaning of ‘development’?
- 2) Why might some countries be characterized as ‘winning’ in the globalization process? What explains that others appear to be losing?
- 3) Why are the BRICS countries becoming more powerful in the world’s economy?

Required reading:

Beaudet, P. 2012. Globalization and Development. In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 6. Ontario: Oxford Univ. Press.

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State, development agencies, and bilateral aid

Objectives:

This lecture looks at different actors involved in international development. First, we will familiarize ourselves with the historical context of debates about the role of states in development. Second, we will learn about the reasons why donors provide assistance and how their priorities may vary. Third, we will examine current trends in and debates surrounding foreign aid. By the end of this lecture, students will understand how different actors interact with each other with divergent views and priorities about development.

Questions:

- 1)Select a developing state and identify the major issues it faces by examining current news report. Then examine something about its history. To what extent are its current problems tied to its colonial origins?
- 2)Why should wealthier countries give aid to poorer ones? How much should they give and for what purposes?
- 3)How should donors decide on which countries to concentrate their assistance?

Required reading:

- Anil, H. 2012. State of the State: Does the State Have a Role in Development? In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 7. Ontario: Oxford Univ. Press.
- Brown, S. 2012. National Development Agencies and Bilateral Aid. Anil, H. 2012. State of the State: Does the State Have a Role in Development? In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 8. Ontario: Oxford Univ. Press.

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The United Nations and Multilateral Actors in Development

Objectives:

In this lecture we will look at the rise, and the fall, of multilateral organizations considered relevant for development. We will learn about the United Nations system and examine the geopolitical contexts, global economic flows, and tensions under which different multilateral actors operate. We will then discuss the significance of multilateralism and the emergence of new non-state actors who take on new forms of multilateral roles.

Questions:

- 1) Given the grossly unequal distributions of power and wealth, how can multilateral initiatives produce more equitable development outcomes?
- 2) The historian Arnold Toynbee wrote that the twentieth century would be remembered as an age when ‘human society dared to think of the welfare of the whole human race’. In light of this chapter’s contents, how valid is that observation?
- 3) The UN and its agencies have been criticized for serving unilateral political interests under the guise of multilateral politics. How valid are such criticisms?
- 4) Given the emergence of new powers in the Global South, to what extent will traditional North-South fractures continue to dominate multilateral processes?

Required reading:

Sogge, D. 2012. The United Nations and Multilateral Actors in Development. In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 10. Ontario: Oxford Univ. Press.

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Civil Society and Development

Objectives:

So far we have been discussing the roles of formal development actors such as national governments, aid agencies, and multilateral institutions. In this lecture, we will look at the role of civil society organizations in development. First, we will examine the notion of ‘civil society’. Second, we will discuss the role of the development NGOs which work within civil society. By the end of the class, students will understand that the role the NGOs play in development is a matter of intense debate and that there may be alternative forms of civil society that represent the socially marginalized people.

Questions:

- 1) What is the role of civil society in the social change and development process in mediating between donors (and outside forces) and the localities/communities of the poor? To facilitate or act as a catalyst of a participatory form of economic or social development? Or to contribute to the establishment of ‘democracy’ and ‘good governance’?
- 2) Are NGOs a positive factor in the development process? Whose interests do they primarily represent – those of the donors and the guardians of the new world order, or the groups that are socially excluded, marginalized, and poor?
- 3) What is the best way to advance the interests of the socially excluded, marginalized, and poor – by joining (and encouraging the poor to join) anti-globalization movements for social change or to serve as strategic partners of overseas development associations and their so-called ‘war on poverty’?

Required reading:

Veltmeyer, H. 2012. Civil Society and Development. In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 12. Ontario: Oxford Univ. Press.

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Environment and Development

Objectives:

As the Sustainable Development Goals are soon to replace the Millennium Development Goals, we will try to understand the concept of sustainable development. We will then examine some of the debates surrounding the relationship between the environment and development. By the end of the class, students will understand the complexity of the development-environment nexus, appreciating how the notions of equity and justice underlie the nexus. This should lead to the reflection upon our own consumption behaviour.

Questions:

- 1) Do the benefits provided by large-scale development projects such as hydroelectric dams outweigh their adverse environmental and social costs? Why or why not?
- 2) If economic development efforts are contributing to climate change, how should we balance the rights of those in developing countries who wish to enjoy higher standards of living with the global problem of climate change?
- 3) In what ways does what you consume every day affect the environment and the lives of others in the world? What concrete ways can you think of to reduce that impact on a daily basis?

Required reading:

Sick, D., 2012. Civil Society and Development. In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 17. Ontario: Oxford Univ. Press.

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Rural Development

Objectives:

In this lecture we will try to understand the characteristics of ‘rurality’ and examine different ways of thinking about rural development. First, we will look at two paradigm shifts, one in the mid-1960s and the other in the late 1980s. Second, we will explore the more recent approach associated with ‘sustainable rural livelihoods’ to see how it is different from the promotion of agricultural growth and whether it brings any changes in the alleviation of rural poverty. By the end of the class, students will understand the shifting ideals of rural development over the past sixty years as well as the importance of distinguishing agricultural development from rural development.

Questions:

- 1) Do rural and urban areas differ in meaningful ways in regard to livelihoods and alleviating poverty?
- 2) Considering the various rural development models of the past 50 years, how can the development challenges move beyond arguments of specialist versus generalist knowledge or of top-down versus bottom-up approaches?
- 3) In a world where over a billion people struggle to survive without food security, to what extent can or should agriculture lead rural development?

Required reading:

Ramisch, J. 2012. Rural Development. In *International Development*. P. A. Haslam, J. Schafer, P. Beaudet, eds. Chapter 18. Ontario: Oxford Univ. Press.

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Social research methods

Objectives:

Using the coming four weeks, we will learn how to use: i) case studies, ii) ethnographic methods, iii) focus groups, and iv) surveys/secondary data sources. While each of them is suited to a particular type of research better than others, they can be combined in a single research. Students will be divided into four groups and each group will teach the rest of the class the assigned topic, relying on the relevant chapter from *A Handbook for Social Science Field Research*.

Chapter 2: Case Studies
Chapter 3: Ethnographic Methods
Chapter 5: Focus Groups
Chapter 6: Surveys and Secondary Data Sources

Required reading:

Perecman, E. and S. R. Curran, eds. 2006. *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*. Thousand Oaks: Sage Publications