**SOCY 22/ ASCL XX.XX**

**The Business of Development in Asia**

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| Class time:  X-hour: | Office hours:  Office: Blunt Hall 301 F |
| Classroom: |  |

**Course Description:**

From the economic miracles of the East Asian Tigers to the rise of the supersize economic powerhouses of China and India, the Asian continent has captured the world’s attention as a dynamic site for economic growth and development. This course focuses on the diverse developmental experiences taking place on the Asian content to offer students a critical examination of the theory and practice of economic development.

The course is organized into three parts. We begin in Part I with the fundamental question – what is development? – and then delves into its fraught historical origins, first as a practice of colonialism and then as a mode of nation-building. Part II covers the most influential paradigms of development theory. We critically evaluate each with case studies from the Asian region. In Part III, the course contemplates some of the most critical challenges to developmental pursuits today, including what does it mean to develop in a world facing ecological devastation and where inequalities are growing at breakneck speed?

Distributives: INT

**Course Objectives:**

Upon completion of this class, students will be able to

* Describe the historical origins and transformations of the ideas and practices of economic development from the late 19th century to the present
* Identify key social and political actors and institutions that shape development practice, including states, non-state actors, international financial institutions, businesses, and local community groups
* Explain how social structures and norms influence the theory and practice of economic development
* Use elements of critical thinking, including identifying main arguments and assumptions of scholarly writing, to evaluate contemporary debates related to development theory and practice

**Course Materials:** There is no textbook for this class. All readings and other materials will be posted on Canvas.

**Course Expectations and Assignments:** The most important requirement for this course is that you commit to being present, prepared, and engaged throughout the term. At minimum, this means, attending classes and completing all assigned readings before they are due. NOTE: It is not possible to “cram” readings. I encourage you to start the readings early so that you have enough time to process what you are reading and to reflect on it thoughtfully. I also highly recommend highlighting and taking note of what you find compelling and confusing while you are reading. This is an important strategy that has many payoffs. Not only does it help you stay engaged while reading, but it will also help you for every other component of this course.

You will be required to complete the following assignments:

1. **Participate effectively (every class)**
   * Assessed on an ongoing basis,
   * Includes, but is not limited to, attendance
   * Examples: initiating topics for discussion, asking questions, providing information, reacting to discussions, disagreeing and explaining why, restating what others have said to ensure that you have understood, and respectfully encouraging others to participate.
2. **Discussion Questions (every week)**
   * Due weekly, immediately after first class of the week (Monday at 10 PM)
   * Exception: no discussion required the week you will be leading the panel discussion (more on that below).
   * Should be thoughtful and relevant to the topics we are discussing; should refer to the readings and discussion *as a starting point*, but the aim of the question is to take our discussion *beyond what we have already read and discussed.*
   * Questions can incorporate a current or recent event in the news or a specific case study that you have in mind. If you have a question that is similar to one that is already posted, you can refer to it, but you will need to distinguish yours in some way. Be mindful of asking the same type of question each week. Your discussion questions will be assessed according to the grading scale below (See “Grading”)
3. **Panel Discussion (once a term)**
   * You will lead discussion as part of a panel of two or three (depending on the class size)
   * Choose TWO questions from the discussion questions posted by your peers and prepare your responses (250-500 words) to the question for class on Wednesday
   * Responses are to be prepared *individually*. The class discussion will be more interesting if there is spontaneity in the discussion, so please choose and answer questions on your own, without coordinating with your co-panelist(s).
   * Ensure that they are thoughtful, coherent, and edited for grammar, spelling and typos.
   * Submit your written responses on Canvas *before your panel discussion*

1. **Country Projects (three times a term)**
   * You will complete three research projects (described below) on the development experiences of an Asian country of your choosing. More detailed instructions are available on Canvas.
   * Report your country choice to me by the start of Week 3. Look for countries that are of interest to you and then look for specific development projects or initiatives that are taking place in that country or approach your choice the other way around. Read the news, browse the websites of organizations like the World Bank, IMF, Asian Development Bank, International Labor Organization and other U.N. bodies.
   * *Project 1: Alternative “CIA-type” Factsheet*: Construct a factsheet for your country that communicates basic information about the social, political, and economic history and context of the country, in the style of existing profiles published by the CIA or World Bank, but with a critical twist. Your factsheet will make explicit the macro-historical power structures that are relevant for understanding your country’s development trajectory (e.g. was it colonized? By whom? When did it gain independence? Type of government? Geopolitical ties?) **Due in Week 4.**
   * *Project 2: History of Development*: 4–6-page (1,000-1,500 word) paper that identifies and analyzes 2-3 critical factors in your country’s development history. The paper should will build on the information you gathered and presented in the factsheet, but you will need to conduct additional research for this part of the project. **Due in Week 7.**
   * *Project 3: Current Analysis of a Developmental Project*: 6–8-page (1,500-2,000 word) paper on a current development project in your country. Again, you will build on your first and second projects for this one, but this time you are focusing on a specific development project (building a dam, constructing special economic zones, initiatives to create jobs in a particular sector/for a particular demographic group, etc.). **Due on the date of the final exam for this class.**

**Grade Breakdown and Course Rubric:**

1. Participation 10%
2. Discussion Questions 15%
3. Panel Discussion 20%
4. Country Projects
   1. Alternative Factsheet 15%
   2. History of Development 20%
   3. Contemporary Development 20%

**Grading:** The grading scale I use is designed to help you identify your strengths and weaknesses, as well as to improve the quality of your work over the course of the semester. I will evaluate your work according to the four components:

C **Clarity** of writing/oral presentation  
G **Grasp** of the class readings  
A **Application** of theoretical concepts/incorporation of evidence

CT **Critical** **thinking**/analysis

Each of the four components will be scored based on the following 5-point scale:

5 Excellent

4 Good

3 Satisfactory

2 Insufficient

1 Failing

This will yield a numerical score out of 20, which will be converted into a percentage and translated into a letter grade according to the following scheme:

96%-100% A

90%-95.9% 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-  
60%-69.9% D

Below 60% E

**University Policies:**

**COVID-19 Protocol:** You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19. For the health and safety of our class community, please, please do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home. I will provide plenty of resources in our weekly modules to help keep you up to speed.

**Student Accessibility and Accomdations**: Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Apply for Services webpage](https://students.dartmouth.edu/student-accessibility/students/where-start/apply-services); [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](https://students.dartmouth.edu/student-accessibility/about/services/a11y-testing-center) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

**Academic Honor Principle:** The faculty, administration, and students of Dartmouth College acknowledge the responsibility to maintain and perpetuate the principle of academic honor, and recognize that any instance of academic dishonesty is considered a violation of the [Academic Honor Principle](https://policies.dartmouth.edu/policy/academic-honor-principle). Please also consult the [Arts and Science Academic Honor Policy](https://policies.dartmouth.edu/policy/academic-honor-policy-undergraduate-students-arts-and-sciences) applicable to AB undergraduates and special non-degree seeking students and the process for adjudicating alleged violations of that policy. Cheating, plagiarism, use of the same work in multiple courses, and unauthorized collaboration will not be tolerated. Minor violations of the honor principle may result in loss of credit or failure for a given piece of work or in the course. Major violations may result in suspension or expulsion from the College. Writing and research support are available through [the Dartmouth Writing Center.](https://writing.dartmouth.edu/support/writing-center)  You can also refer to this guide for more information on how to [properly cite sources.](https://writing.dartmouth.edu/support/sources-and-citations)

**Use of Generative Artificial Intelligence (GenAI**): Gen AI tools offer exciting new ways to interact with information, to synthesize research data, to streamline processes, and to enhance decision-making; however, unrestricted usage is neither always nor necessarily appropriate to the college learning environment. Please consult these [Guidelines on using GenAI for Coursework](https://policies.dartmouth.edu/policy/guidelines-using-generative-artificial-intelligence-genai-coursework).

**Class Conduct:** All students are expected to have a voice in our class dialogue. Good class participation is about thinking carefully, listening, and posing questions to others as much as it is about sharing your ideas. This requires us to be present, set aside distractions, and focus our attention on engaging with one another. The tone with which we engage one another is also extremely important and should come from a place of mutual respect and understanding. Disrespectful behavior such as talking while others are talking, dominating the floor, or engaging in personal attacks will not be tolerated. You are expected to treat one another and me with respect at all times.

**Religious Observances:** Dartmouth has a deep commitment to support students’ religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

**Mental Health and Wellness:** The academic environment is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: the [Counseling Center](http://www.dartmouth.edu/~chd/) which allows you to book triage appointments online, the [Student Wellness Center](https://students.dartmouth.edu/wellness-center/wellness-mindfulness/transition-resources-and-information/virtual-student-wellness-center) which offers wellness check-ins, and your [undergraduate dean](http://www.dartmouth.edu/~upperde/). The student-led [Dartmouth Student Mental Health Union](https://journeys.dartmouth.edu/mentalhealthunion/peer-support/) and their peer support program may be helpful if you would like to speak to a trained fellow student support listener.  If you need immediate assistance, please contact the counselor on-call at (603) 646-9442 at any time. Please make me aware of anything that will hinder your success in this course.

**Title IX:** At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

The Sexual Respect Website (<https://sexual-respect.dartmouth.edu>) at Dartmouth provides a wealth of information on your rights with regard to sexual respect and resources that are available to all in our community.

Please note that, as a faculty member, I am obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see <https://dartgo.org/titleix_resources>).

Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their contact information can be found on the sexual respect website at: <https://sexual-respect.dartmouth.edu>.

**Course Schedule**

Please check Canvas regularly for changes and updates to the schedule. All readings are available on Canvas, organized in folders for each weekly module.

**PART I: THE HISTORY OF DEVELOPMENT**

**Week 1 Course Introduction: What is Development?**

September 15 (Monday)

* Rist, G. 2007. “Development as Buzzword” *Development in Practice* pp.485-491 https://www.jstor.org/stable/25548245 (6 pages)
* Wallerstein, I. 1984. “The Development of the Concept of Development” *Sociological Theory* 2, pp.102-116 <https://www.jstor.org/stable/223344> (14 pages)

September 17 (Wednesday)

* Toussaint, E. 2023. *The World Bank: A Critical History*. Pp. 1-36 (35 pages)

**Week 2 Colonial Modernity**

September 22 (Monday)

* Barlow, Tani E. “On Colonial Modernity” (20 pages)

September 24 (Wednesday)

* Cooper, F. 2013. “Modernizing Bureaucrats, Backward Africans, and the Development Concept” pp. 64-92 (22 pages)

**Week 3 Decolonization & the rise of National Development**

September 29 (Monday)

* Fanon, Frantz. 1969. “First Truths on the Colonial Problem” (7 pages)
* “The Break-up of the Colonial Empires and Its Implications for US Security” CIA <https://www.cia.gov/readingroom/docs/DOC_0000258342.pdf> (15 pages)

October 1 (Wednesday)

* Wallerstein, “Does India Exist?” (5 pages)
* Bose, Sugata. 1998 “Instruments and Idioms of Colonial and National Development: India's Historical Experience in Comparative Perspective” (19 pages)

**PART II: THE THEORIES OF DEVELOPMENT**

**Week 4** **Capitalist Modernization**

October 6 (Monday)

* “Butter chicken at Birla” <https://www.mckinsey.com/featured-insights/asia-pacific/butter-chicken-at-birla>
* Birla, G.D “Industrialization in India” (5 pages)
* Theodorson, George A. 1953. “Acceptance of Industrialization and Its Attendant Consequences for the Social Patterns of Non-Western Societies.” (8 pages)

October 8 (Wednesday)

* Marx, Karl. 1889. “The Production of Absolute Surplus Value” and “The Secret of Primitive Accumulation” *Capital Vol. 1* (~25 pages)
* Rodney, Walter. 1972. Selections from *How Europe Underdeveloped Africa* (~40 pages)

**Week 5** **World Systems**

October 13 (Monday)

* The Rate of Exploitation <https://thetricontinental.org/wp-content/uploads/2019/09/190928_Notebook-2_EN_Final_Web.pdf> (40 pages)
* Global Capital, the State, and Chinese Workers: The Foxconn Experience (23 pages)

October 15 (Wednesday)

* Amin, S. 1976 “The Origin and Development of Underdevelopment” *Unequal Development* (23 pages)
* Wallerstein, I. 2004. “Understanding the World in Which We Live” and “The Modern World System As a Capitalist World Economy” (20 pages)

**Week 6** **The Developmental State**

October 20 (Monday)

* World Bank. 1993. “Overview” and “Growth Equity and Economic Change” *The East Asian Miracle* (46 pages) <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/975081468244550798/main-report>
* Alice Amsden, Securing the Home Market <https://www.files.ethz.ch/isn/176128/Amsden.pdf> (8 pages)

October 22 (Wednesday)

* Scott, James. “Hills, Valleys, and States” *The Art of Not Being Governed* (39 pages)

**PART III: THE PROBLEMS OF DEVELOPMENT**

**Week 7 “Bottom Billion” Capitalism and the Promise of Poverty?**

October 27 (Monday)

* Fortune at the bottom of the pyramid <https://www.strategy-business.com/article/11518>
* Doing Well by Doing Good Case Study: ‘Fair & Lovely’ Whitening Cream <https://www.un.org/esa/coordination/DWDG.Fair.Lovely.SMJ.pdf> (20 pages)
* Ananya Roy: Ethical Subjects: Market Rule in an Age of Poverty (4 pages)

October 29 (Wednesday)

* Elyachar, J. “Next Practices: Knowledge, Infrastructure and Public Goods at the Bottom of the Pyramid” *Public Culture* 24:1, p. 109-129 (17 pages)
* Karnani, A. 2009. “The Bottom of the Pyramid Strategy for Reducing Poverty: A Failed Promise” (14 pages)

**Week 8 Trashing Development: Waste Lands and Waste Labor**

November 3 (Monday)

* What a Waste 2.0: A Global Snapshot of Solid Waste Management to 2050 <https://datatopics.worldbank.org/what-a-waste/>
* World Bank, 2024. “Putting Waste to Work in a Circular Economy: Creating Good Jobs for Youth in the Waste Sector” <https://thedocs.worldbank.org/en/doc/f0ccf3267e94d9be1789dba8d7d01eab-0460012024/original/S4YE-Knowledge-Brief-Putting-Waste-to-Work-in-a-Circular-Economy-May-13-1.pdf> pp. 5- 26 (21 pages)

November 5 (Wednesday)

* Butt, Life Beyond Waste (Introduction pp. 1-28)
* Waste, Social Order, and Physical Disorder in Small Town India (21 pages) <https://www.tandfonline.com/doi/pdf/10.1080/00220388.2019.1577386?needAccess=true>

**Week 9 Sustaining Development?**

November 10 (Monday)

* “Slums, Sprawl, and Skyscrapers” or “Overview” in *Pancakes to Pyramids: City Form to Promote Sustainable Growth* (~15 pages)

November 12 (Wednesday)

* Tsing, “Prologue” and “Disturbed Beginnings: Unintentional Design” *Mushroom at the End of the World* (~28 pages)

**Week 10 Development Futures/The Future of Development**

November 17 (Monday)

* Wrap-up