

Development Approaches and Distributive Justice

ASIA 3010 (3 Credits / 45 hours)

SIT Study Abroad Program:
India: Sustainable Development and Social Change

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Course Description

The *Development Approaches and Distributive Justice* course examines some of the key aspects of India development experience since its independence. The course provides; broader context to reflect on the development processes in India; knowledge of development concepts and approaches; and politics of international development specifically focusing on the post-1990's Indian development paradigm, and its implication on rural, urban and environmental security. Emphasizing various critiques and contradictions of development thought and practice, it places land and resources as a central theme to understand social justice issues facing contemporary India.

Learning Outcomes

By the end of the course, students will be able to:

- Demonstrate understanding of social, political, and economic changes in India by examining dynamics of India's present economic growth;
- Analyze the dichotomy of economic growth and development;
- Understand and analyze emerging rural, urban and climate change crises;
- Identify crosscutting sustainability challenges of India's economic growth;
- Articulate and define the issues of equity and power, and the struggle for ensuring distributive justice.

Language of Instruction

All classroom lectures, workshops, and excursions are conducted in English, including the readings assigned. Students are exposed to vocabulary related to course content as well as the nuances of sustainability and social change through in-country expert lectures and field visits in a wide range of venues and regional locales.

Students simultaneously learn Hindi which provides functional skills for connecting with community members. Students are expected to engage with them in this language (to the best of their abilities).

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The student will simultaneously live with the communities during the field excursion and workshop in the rural settings.

Course Requirements

Course Schedule

***Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.**

Reference books for the course:

Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. New Delhi: Penguin.

Kothari, A., & Shrivastava, A. (2012). *Churning the earth: The making of global India*. New Delhi: Penguin.

McMichael, P. (2012). *Development and social change: A global perspective*. CA: Sage.

Peet, R., & Hartwick, E. (1999). *Theories of development*. New York: Guilford.

Waquar, A., Kundu, A., & Peet, R. (Eds.). (2010). *India's new economic policy: A critical analysis*. Jaipur: Rawat.

Sessions and readings

Module 1: Introduction to India and Development (12 classes - 18 contact hours)

This part of the course introduces students to the Indian society and polity, its institutions and governance mechanisms, along with concept and theories of development. In addition to examining the process of economic transition of India after the structural adjustment of 1990's, we will cover Gandhian philosophy and its vision of India and locate dominant gender issues in the midst of this economic growth and social change.

Topic 1: Introduction to Rajasthan- Land, People, Culture and Development

Topic 2: Indian Philosophy, Worldviews, and Culture

Readings:

Jacobson, D. (2004). *Indian society and ways of living*. Retrieved 08 16, 2014, from Asia Society: <http://asiasociety.org/countries/traditions/indian-society-and-ways-living?page=0.0>

Sinha, J. (2012). Cultural roots of Indian mindset. *The Social Engineer: A Journal of International Perspective on Development*, 13(1-2), 6-21. Retrieved 08 16, 2014, from <http://assertindia.org/Publication/Social%20Eng.%202012.pdf>

Topic 3: Indian Society: Caste and Class

Readings:

Beteille, A. (1997). Caste today. In Fuller. C. J, *Caste in contemporary India* (pp.150-179). New Delhi: Oxford University Press.

Desai, S., & Dubey, A. (2011). Caste in 21st century India: Competing narratives. *Economic and Political Weekly*, 40-49.

Topic 4: Introduction to Development: Concept and Approaches (2 sessions)

Readings:

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- McMichael, P. (2012). Development: Theory and reality. In P. McMichael, *Development and social change: A global perspective* (pp. 4-14). CA: Sage.
- Todaro, M., & Smith, S. (2003). Classic theories of development: A comparative analysis. In M. Todaro, & S. Smith, *Economic development* (pp. 110-133). New Delhi: Pearson.

Topic 5: India's Transition: Post 1990s (1 session)

Readings:

- Bardhan, P. (2009). Notes on the political economy of India's tortuous transition. *Economic and Political Weekly*, 31-36.
- Waqar, A. (2010). From mixed economy to neoliberalism. In A. Waqar, A. Kundu, & R. Peet (Eds.), *India's new economic policy: A critical analysis* (pp. 33-56). Jaipur: Rawat.

Topic 6: Gandhian Philosophy and His Idea for India's Development

Readings:

- Jose, M. (2010, 08 12). Chapter VI. Gandhian model of development- An outline and the critique of the policy regime (including the new economic policy). Retrieved 08 16, 2014, from Sodhganga: <http://shodhganga.inflibnet.ac.in/handle/10603/604>

Topic 7: Gender Issues in India (2 sessions)

Readings:

- Cornwall, A., Harrison, E., & Whitehead, A. (2007). Gender myths and feminist fables: The struggle for interpretive power in gender and development. *Development and social change*, 38 (1), 1-20. MA: Blackwell
- Patel, V. (2006) (unpublished). Women and development-Feminist critique of development indices and WID-WAD-GAD. 1-15.

Topic 8: Student Group Activity: Review of Government Programs and Policies (3 sessions)

Readings:

- Students will be assigned topics as a group who will then find relevant resources, gather assigned information and present to the class

Module 2: Field Excursion to Bikaner and Jodhpur (6.5 hours * 3days & 3 hours debriefing – 11 contact hours)

Through a weeklong excursion to Bikaner and Jodhpur, students make sense of semi-arid environments and their development issues. This excursion covers topics such as: girls' education and drop outs in the rural settings of Rajasthan; social discrimination and gender; child marriage; public health; government programs and policies; traditional water management systems in arid environments; migration and the aspiration of youth; marginalized and stateless citizens; India and its relation with Pakistan; and the work of civil society organizations and NGO's in building the capacity of common people for better livelihood and human development. This excursion allows students an experiential learning opportunity to bridge classroom-gained knowledge and field realities.

Module 3: Crisis & Transition: India in a Development Road (5 classes – 7.5 contact hours)

This part of the course provides students with the awareness to understand and analyze India's development discourse by focusing on post-1990s India's liberalization and market-based economy which have played a significant role in creating current urban, rural and environmental crises. Emphasizing equity and power, with land as a central theme, students reflect on and analyze social justice issues in contemporary India.

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Topic 1: Growth and Development: India in a Globally Governed World

Readings:

- Kothari, A., & Shrivastava, A. (2012). Trickle-down: Persistent poverty and growing inequality. In A. Kothari & A. Shrivastava, *Churning the earth: The making of global India* (pp. 78-120). New Delhi: Penguin.
- McMichael, P. (2012). Instituting the globalization project. In P. McMichael, *Development and social change: A global perspective* (pp. 127-149). CA: Sage.

Topic 2: Rural Development: Crisis, Challenges, and Response

Readings:

- Radhakrishna, R. (2008). *India development report*. India: Oxford University Press.

Topic 3: Urban Development: Crisis, Challenges, and Response

Readings:

- Maitra, S. (2010). Economic liberalization and urban governance: Impact on inclusive growth. In A. Waquar, A. Kundu & R. Peet (Eds.), *India's new economic policy: A critical analysis* (pp. 97-123). Jaipur: Rawat.
- Pucher, J. et.al. (2005). Urban transport crisis in India. *Transport Policy*, 185-198.

Topic 4: Rural-Urban Transition

Readings:

- Shaw, A. (2005). Peri-urban interface of Indian cities: Growth, governance and local initiatives. *Economic and Political Weekly*, 129-136.
- UNESCO, UNICEF, & ICSSR. (2012). *National workshop on internal migration and human development in India: Workshop compendium*. New Delhi: UNESCO; UNICEF.

Topic 5: Climate Change: India and the World

Readings:

- Agarwal, A., & Narain, S. (1991). *Global warming in an unequal world: A case of environmental colonialism*. New Delhi: Centre for Science and Environment.
- Sathaye, J., Shukla, P., & Ravindranath, N. (2006, February 10). Climate change, sustainable development, and India: Global and national concerns. *Current Science*, 314-325.

Student and Faculty Led Synthesis Sessions (9 contact hours)

Through two faculty-led and four student-led synthesis sessions conducted during the semester, students critically reflect on their classroom and field experiences for a meaningful learning outcome. Students are encouraged to review, articulate and analyze major themes of preceding field-based sessions, readings and classroom lectures cross-referenced with an appraisal of living and learning in a cross-cultural environment.

Evaluation and Grading Criteria

Description of Assignments

1. Attendance, Participation, and Completion of Required Readings

All students are required to attend all class and field visit sessions. Student's absences must be approved by the Academic Director.

Field excursions support classroom learning and allow first-hand observation of seminar topics and students are expected to not only be present on all excursions but also to participate meaningfully and to show keen interest and engagement. Paying attention in class and during field excursions, asking appropriate questions, engaging in discussion, giving comments, demonstrating interest and

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enthusiasm, exercising critical thinking, and note-taking will all be included in the assessment of active attendance.

Students are expected to do the readings and watch audiovisual resources assigned for each class beforehand. The audiovisual resources are available in hard drives with the librarian, and it is the responsibility of the students to acquire it and use it to their advantage.

Meaningful Participation includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

- **Attendance:** promptness to class and positive presence in class.
- **Active Listening and Meaningful Participation:** paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, and note-taking.
- **Involvement in Class Discussions:** either in small or large groups, sharing knowledge and information. This means challenging yourself to speak up if you usually do not, and allowing others to speak if you are a person who tends to dominate class discussions.
- **Group Accountability:** participating positively as a part of a group during field excursions and classes.
- **Respect:** interacting in a culturally appropriate manner with hosts, SIT program staff, SIT lecturers and communities. This includes appropriately greeting people when entering offices and classrooms and saying thank you.

2. Student-Led Synthesis Sessions

The course combines classroom-based lectures with student- and faculty-led discussions and field excursions. Students are encouraged to take an active and enthusiastic part in the learning process as a part of a group. Student groups are required to lead one synthesis discussion session during the course, where they are expected to demonstrate a basic understanding of the topics and issues discussed in the preceding week(s) classes, field based exposure and the circulated reading materials and facilitate the group's analysis of key themes and ideas. The goal of the synthesis sessions is to help students analyze the lectures, readings, and on-site visits and gain a deeper understanding of the issues discussed in the course. These sessions are an opportunity to critically reflect upon the above course components and to connect the issues analyzed to the experience of living and studying in India.

A team of student leaders will be responsible for organizing and facilitating each session. Students are urged to be creative in approach – they may hold a debate, a question and answer session, small group discussions, or incorporate other creative methods to generate a productive synthesis session.

3. Development Approaches and Distributive Justice Paper

Demonstrating knowledge, critical analysis and reflection of a chosen topic in an Indian specific context through academic scholarly writing is the anticipated outcome of the assignment. This assignment will also help students understand ways of locating and mobilizing resources in a cross-cultural context of India and ways to use and analyze theoretical and practical knowledge and express it in the form of writing. Work on this assignment will be a cumulative process, ending in an eight page written paper on a topic of each student's choice.

Students should first select a topic of their interest addressed in lectures/readings or academic field visits or their own ISP topic and draft an outline of the themes that will be discussed in the paper. Students then, for the purpose of the assignment, gain first-hand knowledge of current scholarship and work in this area and are expected to visit at least one institution (school, hospital, NGO, Government, etc.), or site-situation in the field, and complete three formal interviews as part of the

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assignment. At least one respondent should be a subject expert. Students should prepare a list of questions for the interviews in advance based on the themes that they will discuss for the paper and then contact relevant institutions, experts, and respondents. Question lists along with information on the date, name of the interviewee, and place of interview should also be submitted with the DADJ paper. Advance planning is necessary to set up contacts and conduct interviews.

Successful completion of the paper requires a discussion of the specific topic of choice, including circumstances, background, and a thorough analysis of the topic. Students are required to produce a well-organized paper combining primary and secondary information in an integrated and balanced ratio with a coherent and logical analysis and arguments supported by a minimum of eight secondary sources. Lectures, three interviews, field visits (excursions) and personal observation will provide primary information for this paper. Secondary sources of information should be drawn either from readers or academic journals and books which are evidence-based, scholarly written, reliable and credible. Policy documents can be sourced from government websites. Grey literature such as newspapers and magazines are not considered scholarly resources and their use is highly discouraged, other than to help to contextualize the research topic, and **cannot be used for substantiating analysis**. Both primary and secondary sources should be cited within text and in the bibliography and should be consistent. The paper must have a title which *creatively* conveys the topic of the paper.

Criteria for Evaluation of the Paper

Demonstrated knowledge of the topic	10%
Thorough review, reflection, synthesis and critical analysis of primary and secondary sources	30%
Integrated and balanced use of primary and secondary information supporting each other	30%
Coherent and logical flow of ideas and arguments	10%
Effort to visit organization and completion of formal interviews	20%

4. Excursion Journal (rough, handwritten)

Student participation and learning during excursions are carefully evaluated through excursion journal assessment. The journal provides a record of the student's activities in the field and evidence of field observational skills. Assessment of the journal takes into consideration the spontaneity in note-taking during each field session/activity, the quality of the information noted, as well as the accuracy and relevance of the entries in a given context, which may also include reflection on subjective thoughts and feelings. Students should include drawings, photos and other non-written material related to the field activity. The journal should be provided for evaluation in rough, handwritten format as it is done in the field. **Typewritten journals will not be accepted.** It is the responsibility of the student to submit the journal on the declared day and time.

Late submissions will be marked down one step (B- to C+, e.g.) for each day they are late.

Assessment:

Attendance, active and meaningful participation at all lectures, field activities, site visits (5%), and completion of assigned readings and watching audio-visual (5%)	10%
Student-Led Synthesis Sessions	20%

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Development Approaches and Distributive Justice Paper	50 %
Excursion Journal	20 %

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

Expectations and Policies

Show up prepared. The course is based on group learning so you must participate fully. Be on time for all lectures, workshops and field trips. There are many long days so you must be well rested and have a clear head and have your readings completed and points in mind for discussion or clarification.

Complete assignments on time. Assignments are due by 5pm unless otherwise instructed. Assignments are docked 5% for each day or part of a day that they are late. Contact the Academic Director in advance if health or other issues prevent you from submitting an assignment on time. All assignments must be completed to receive a passing grade. Graded assignments will be returned within two weeks of submission.

Field Trips/Excursions. Eight hours in a day are expected to be spent doing field work and visits. You are expected to act appropriately; by taking notes, paying attention, and engaging the host through careful listening, making eye contact and asking questions. You should refrain from using cell phones, iPods, the internet and engaging in side conversations during learning sessions. Photographs should be taken at the end of a session only.

Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

Respect differences of opinion (of classmates, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Further Information & Policies

Students are expected to attend and participate in all class and field sessions. Specific information on assignments will be handed out during orientation and also discussed during the semester. This syllabus including the course schedule is subject to change in the event of extenuating circumstances. If you are late to or absent from any activity, it is your responsibility to get in touch with the Academic Director and other students to check on announcements made while you were absent.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational

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experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

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