**DRAFT: HOD 3640: Global Dimensions of Community Development**

Fall Semester 2012 Wednesdays 1:10-4:00 Payne 008

***Instructor:*** Doug Perkins [d.perkins@vanderbilt.edu](mailto:d.perkins@vanderbilt.edu) [best way to reach me]

322-7213 107 Mayborn Office Hours: Tu, Th. 11-12 or by app’t

**Course Description:** Provides an overview of theory, research and action in international community development and its global dimensions. Students will learn about both industrialized and less developed countries in various parts of the World in their assignments. The course helps students understand the globalization processes and dimensions of human and community development work (i.e., economic, technological, cultural, socio-psychological, political, legal, health, education, and physical/infrastructure). Specific topics and examples cut across multiple dimensions [e.g., rural development includes agricultural, but also health, education, legal, and infrastructure]. International nongovernmental organizations and international, national and local policies will be discussed as they pertain to the practical knowledge and skills needed to operate effectively in the broad field of foreign urban and rural community development.

**Course Goals:** By the end of this course, you should be able to do the following:

(1) Define, in multiple ways, the processes of globalization and international community development change in all their complexity, contradictions, and paradoxes

(2) Understand in some detail the forces and organizations that are both driving and resisting these processes

(3) Understand the impact that globalization can have on communities and development in industrialized and less developed areas across the globe, surveying a range of domains

(4) Produce and present two seminar papers demonstrating an in-depth understanding of different community development topics in different countries

(5) Research and draft a community development project proposal in one of those countries.

(6) A major goal of this course is to prepare students for work in the complex field of community development occurring in cross-cultural settings, and in organizations characterized by diversity, or in institutional contexts that serve a culturally diverse multinational or immigrant clientele.

**Course Format:** Class meetings will be run as a seminar in which the instructor and individual, or groups of, students will lead class discussion of the readings and encourage questions on and debate of those topics. I will try to arrange one or more visiting speakers and students may suggest guests to invite. The readings for the day on the schedule are to be read before the class period as you should be prepared to participate in both class and OAK discussions**. Class attendance and participation are important.** Planning for course assignments and related readings will be discussed periodically in class. The exact schedule of topics and reading assignments may change. Check the syllabus/schedule on OAK for any changes.

**Graded Course Requirements (& % of course grade):**

**A. 2 Seminar (critical literature review) Papers (30%X2=60%; each one: 4-6 single-spaced pages): 1 on a dimension of globalization (weeks 2-10) and 1 on a particular country or region (weeks 11–14; see schedule, below); after choosing a dimension and a country/region by the 2nd class, students will discuss with the instructor what readings to assign, or concentrate on, for class and will co-lead discussion in class on their topics for those 2 weeks**. PhD students should select research-focused topics and readings. Masters students may want to select CD intervention-focused topics and readings. You should read the required and some of the recommended readings related to both the chosen geographic and topical areas, but for your papers, must go beyond those and complete a thorough, critical, and synthesized review of “glocal” (specific local, but influenced by global) development issues in your chosen country/region. Do a thorough search, especially of the recent scholarly literature on the topic and region. Write a paper summarizing and critically analyzing the literature on that topic. **Post a draft or detailed outline of your paper/class discussion to the OAK Discussion Board at least 2 days before the topic is scheduled to be discussed in class.** Lead class discussion of the topic on the day it is scheduled. Every student in the class will be expected to read the required readings and drafts/outlines each week and comment (in class and on OAK) on as many student paper topics as possible for part of their participation grade [below]. Papers may be revised based on comments and class discussion before being turned in for a grade no later than 3 weeks after your 1st (global dimension) paper is discussed in class and 1 week after the 2nd (country/region) paper is discussed.

**B. Community Development Project Description/Proposal (25%):** 3-5 single-spaced pages; you can write this either in the form of a project proposal or description of a completed project; draft due and presented at last class of semester [may be revised and turned in at the beginning of exam week]. Choose and identify a foreign country or region with which you are familiar. Imagine you are a community development specialist for an international NGO or government agency. A rural village or urban neighborhood (you choose) leader comes to you indicating an interest in hiring you to help her village or neighborhood deal with a problem that she and other members of the local council have identified (CHOOSE PROBLEM FROM LIST BELOW). You accept her invitation to meet with the council members, as you know that you have a number of skills and approaches to solving social problems that may be of assistance. Your paper should be as specific and detailed as possible within the page limits. Briefly describe the village or neighborhood geographically, socially, demographically, economically, politically, culturally, environmentally, etc. Identify and analyze the relevant global dimensions of the problem. How might you envision your work with this village/neighborhood, from pre-visit preparation, to first meeting to your withdrawal? What do you envision is the process of your work/intervention in this community (assuming all goes well)--what specific steps will you take as you work with this community? As your work progresses, what specifically might you offer them in terms of skills and/or approaches to problem definition and solution that might be of value? What ethical issues will you encounter? What might be some of the other problems you will encounter while working there and how might you deal with them? What might you have to keep in mind as you work with the village/neighborhood council and its residents?

I encourage you to draw ideas [either CD programs or practices to try or what not to use] from existing programs, but try to make it your own, focus on the decision and implementation process with the particular, hypothetical [or real] community you chose, and be critical/analytical (as with the first paper) and specific in what aspects of the existing program you borrow or tailor for your project. Finally, provide at least a rough budget for the project and be realistic and indicate specifically where the funds would come from [i.e., what means of organization/project income, or specific government revenue and/or agency source [foreign country or U.S.], or private foundation].

Choose a specific problem:

Lack of Employment/Jobs

Rural out-migration of residents

Urban in-migration from rural areas

Gentrification displacing poor residents

Lack of affordable, safe and decent housing

Poor or no public infrastructure (sewer, plumbing, roads, schools, etc.)

Toxic Waste/Environmental Contamination

AIDS/HIV or other health epidemic

Access to healthy affordable food

Alcohol or Drug Abuse

Child Sexual Abuse or Domestic Violence

Youth violence

Ethnic/tribal conflict/cultural genocide

Poor performing schools or school-community relations

Other [you specify]

**C. Class/OAK participation (15%).** This course requires significant student input and involvement. Attendance is expected. [Missing 1 or at most 2 classes per semester for illness or work conflicts is excusable, but please email the instructor as soon as you know you will have to miss.] Participation in course activities, and especially **class and OAK discussions**, is essential. Students need to come to class prepared, having thoroughly read the class material in advance of the class session. Throughout the term, students must come prepared with questions to facilitate discussion of the readings. Students may be asked to hand in these questions, which will be used in part to determine the participation grade. **Check the Discussion Board on the class OAK site at least 2X/week and, AT LEAST ONCE/WEEK, try to post or respond to a topic or offer feedback re class or a classmate’s paper or discussion**. Effective participation also means not distracting yourself or others. Please devote your full attention to the class. Use of computers [except to take notes], phones, or other material not related to course work is not permitted.

**Late/Missing Work/Honor Code.** For all the above, late work will lose points. Any missing units of work will be graded 0. Please talk to the instructor if you're having problems. The Vanderbilt Honor Code governs all course requirements. Be particularly careful to properly credit ALL sources in a paper; avoid using web information that does not have a clear author. Student study groups and, with instructor’s prior approval, collaboration on presentations and projects are permissible. If you have any doubts how the Honor Code applies, please ask the instructor for clarification. Uncertainty about the application of the Honor Code does not excuse a violation.

Students who may need disability-related accommodations should contact the instructor as soon as possible. Also, please contact the Opportunity Development Center: 322-4705.

***Required Book (should be in bookstore; additional required article readings will be linked on OAK):***

Roberts, J. T., & Hite, A. (Eds.). (2007). *The globalization and development reader: Perspectives on development and global change*. Malden, MA: Blackwell.

**SCHEDULE OF TOPICS & READINGS**

**# Date Topic/Required readings in bold [See changes & final reading selections on OAK]**

**1. 8/22: Introduction to Community development [ON E-RESERVES ON OAK]:**

**SKIM (students with no past coursework in community studies may want to read this more carefully):** [**Christenson, Fendley & Robinson (1989). Community development**](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575312_1/ChristensonCommunity.pdf)**. In J. A. Christenson & J. W. Robinson (Eds.), *Community development in perspective* (pp. 3-25). Iowa State U.**

[**Voth & Brewster (1989). An overview of international community development**](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575313_1/VothOverview.pdf)**. In Christenson & Robinson (Eds.), *Community development in perspective* (1st ed., pp. 280-306). Iowa State Press.**

**[Campfens, H. (1997). International review of community development](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575314_1/CampfensInternational.pdf): Theory and Practice. In H. Campfens (ed.) *Community development around the World: Practice, theory, research, training,* (pp. 3-40) University of Toronto Press.**

Recommended:

Blakely, E. J. (1989). Theoretical approaches for a global community. In J. A. Christenson & J. W. Robinson (Eds.), *Community development in perspective* (1st ed., pp. 307-336). Iowa State University Press.

Fernando, J. L. (2003). The Power of Unsustainable Development: What Is to Be Done? *The Annals of the American Academy of Political and Social Science, 590*(1), 6-34.

Ife, J. (1995). *Community development: Creating community alternatives- vision, analysis and practice*. Melbourne: Longman.

[Nation, M., Wandersman, A., & Perkins, D.D. (2002). Promoting healthy communities through community development. In L. Jason & D. Glenwick (Eds.), *Innovative strategies for preventing psychological problems* (pp. 324-344). New York: Springer.](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/nationetal9.doc)

[Perkins, D.D., Crim, B., Silberman, P. & Brown, B.B. (2004). Community development as a response to community-level adversity: Ecological theory and research and strengths-based policy. In K.I. Maton, C.J. Schellenbach, B.J. Leadbeater & A.L. Solarz (Eds.), *Investing in children, youth, families and communities: Strengths-based research and policy* (pp. 321-340). Washington, DC: APA.](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/CDchap.APA.pdf)

NOTE: FOR WEEKS 2-5, READ ALL ASSIGNED INTROS & CHAPTERS FROM ROBERTS & HITE, BUT EACH STUDENT WILL SELECT 1 CHAPTER/WEEK ON WHICH TO HELP LEAD DISCUSSION.

**2. 8/29: Economic dimension [eg, poverty, microfinance, World Bank, IMF, WTO, NAFTA & other trade agreements] + communication/technological [eg cell phones, internet]**

**Roberts & Hite [R&H]: Development and Globalization: Recurring Themes (pp. 1-14)**

**Part I: Formative Approaches to Development and Social Change**

**Introduction (pp. 19-24)**

**1. Manifesto of the Communist Party (1848) and Alienated Labor (1844): Karl Marx and Friedrich Engels**

**2. The Protestant Ethic and the Spirit of Capitalism (1905): Max Weber (I recommend also reading Anthony Giddens’ Introduction or the longer one by Peter Baehr & Gordon C. Wells for background and interpretation of this reading: see e-reserves.)**

**3. The Stages of Economic Growth: A Non-Communist Manifesto: W.W. Rostow (1960)**

**Roberts & Hite Part II: Dependency and Beyond: Introduction (pp. 71-75)**

**5. The Development of Underdevelopment (1969): Andre Gunder Frank**

**(Note: Ch. 6 provides some historical background to dependency theory, but it is only recommended if you are interested in the complexities of 3rd-World dependency development)**

**7. The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis (1979): Immanuel Wallerstein**

**8. Rethinking Development Theory: Insights From East Asia and Latin America (1989/1994): Gary Gereffi**

Recommended:

Banerjee, A. V., Benabou, R., & Mookherjee, D. (2006). *Understanding poverty*. Oxford University Press.

Cardoso, F.H. (1972; R & H: Ch. 6). Dependency and Development in Latin America

Carr, S. C., & Sloan, T. S. (Eds.). (2003). *Poverty and psychology: From global perspective to local practice*. New York: Kluwer Academic / Plenum.

ChinAfrica (report on the increasing presence of China in Africa): <http://www.fastcompany.com/magazine/126/mozambique-a-chain-saw-for-every-tree.html?page=0%2C0>

Collier, P. (2007). *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About it*. Oxford University Press.

DeFilippis (2003). *Unmaking Goliath: Community control in the face of global capital.*

Gibson-Graham, J. K. (2003). An Ethics of the Local. *Rethinking Marxism, 15*(1), 49-74.

Hartwick, E., & Peet, R. (2003). Neoliberalism and Nature: The Case of the WTO. *The Annals of the American Academy of Political and Social Science, 590*(1), 188-211.

Karlan, D., & Zinman, J. (2011). Microcredit in Theory and Practice: Using Randomized Credit Scoring for Impact Evaluation. *Science, 332*, 1278-1284.

Lee, J. C. (2004). Access, Self-Image, and Empowerment: Computer Training for Women Entrepreneurs in Costa Rica. *Gender, Technology and Development, 8*(2), 209-229.

McLaren, P., & Farahmandpur, R. (2005). *Teaching against global capitalism and the new imperialism: A critical pedagogy*. Lanham, Md.: Rowman & Littlefield.

Peck, J., & Tickell, A. (2002). Neoliberalizing Space. *Antipode, 34*(3), 380-404.

Sen, A. K. (2002). *Rationality and freedom*. Cambridge, Mass.: Belknap Press.

Smith, J. H., & Mantz, J. W. (2006). Do cellular phones dream of civil war? : the mystification of production and the consequences of technology fetishism in the eastern Congo. In M. H. Kirsch (Ed.), *Inclusion and exclusion in the global arena*. New York: Routledge.

Shaffer, R., & Summers, G. F. (1989). Community economic development. In J. A. Christenson & J. W. Robinson (Eds.), *Community development in perspective* (1st ed., pp. 173-195). Iowa State Univer Press.

Warner, M., & Gerbasi, J. (2004). Rescaling and Reforming the State under NAFTA: Implications for Subnational Authority. *International Journal of Urban and Regional Research, 28*(4), 858-873.

**3. 9/5: Economic Globalization, continued**

**R&H Ch. 9. Gender and the Global Economy (1999): Valentine M. Moghadam**

**Part III: What is Globalization? Attempts to Understand Economic Globalization-Introduction**

**10. The New International Division of Labor in the World Economy (1980): Folker Fröbel, Jürgen Heinrichs, & Otto Kreye**

**11. The Informational Mode of Development and the Restructuring of Capitalism (1989): Manuel Castells**

**12. Cities in a World Economy (2000): Saskia Sassen**

**13. Globalization: Myths and Realities (1996): Philip McMichael**

**15. It's a Flat World, After All (2005): Thomas L. Friedman**

**Morduch, J. (2011). Why Finance Matters. *Science, 332*, 1271-1272.**

Recommended:

Appelbaum, R. P., & Robinson, W. I. (Eds.). (2005). *Critical Globalization Studies*. NY: Routledge.

DeFilippis (2003). *Unmaking Goliath: Community control in the face of global capital.*

Giddens, A. (2000). *Runaway world: How globalization is reshaping our lives*. NY: Routledge.

Kirsch, M. H. (Ed.) (2006). *Inclusion and exclusion in the global arena*. New York: Routledge.

Krieger, J. (2006). *Globalization and state power: A reader*. New York: Pearson Longman.

Ritzer, G. (2007). *The Blackwell companion to globalization*. Malden, MA: Blackwell.

Rossi, I. (2007). *Frontiers of globalization research: Theoretical and methodological approaches*. New York: Springer Science + Business Media.

Sassen, S. (1996). *Losing control?: Sovereignty in an age of globalization*. NY: Columbia U. Press.

Sassen, S. (1998). *Globalization and its discontents*. New York: New Press.

Sassen, S. (1988). *The mobility of labor and capital: A study in international investment and labor flow*. New York: Cambridge University Press.

Sassen, S. (Ed.). (2002). *Global networks, linked cities*. New York: Routledge.

Sassen, S. (2006). Theoretical and empirical elements in the study of globalization. In M. H. Kirsch (Ed.), *Inclusion and exclusion in the global arena* (pp. 43-69). NY: Routledge.

Sassen, S. (2006). *Territory, authority, rights: From medieval to global assemblages*. Princeton U. Press.

Sassen, S. (Ed.). (2007). *Deciphering the global: Its scales, spaces and subjects*. NY: Routledge.

Sassen, S. (2007). *Sociology of globalization* (1st ed.). New York: W.W. Norton.

Short, J. R. (2001). *Global dimensions: Space, place, and the contemporary world*. London: Reaktion.

Sklair, L. (1999). Competing Conceptions of Globalization (Chapter 14 of Roberts & Hite)

**4. 9/12: Part IV: The Opportunities and Limits of Unfettered Globalization-Intro: Roberts and Hite**

**16. In Defense of Global Capitalism (2003): Johan Norberg**

**17. What Strategies are Viable for Developing Countries Today?: The World Trade Organization and the Shrinking of 'Development Space' (2003): Robert H. Wade**

**18. Globalism's Discontents (2002): Joseph E. Stiglitz**

**19. The New Global Economy and Developing Countries: Making Openness Work (1999) and Has Globalization Gone too Far? (1997): Dani Rodrik**

**20. Industrial Convergence, Globalization, and the Persistence of the North-South Divide (1999): Giovanni Arrighi, Beverly J. Silver, and Benjamin Brewer**

**5. 9/19: Political dimension [global governance, UN, continental/regional orgs, military alliances/ conflicts, post-conflict] AND Legal dimension [human rights, treaties, immigration law, migration controls...]**

**R&H Part V: Confronting Globalization- Introduction: Roberts and Hite**

**22. The Anti-Globalization Movement (2005): Jeffrey Sachs**

**23. Reconstructing World Order: Towards Cosmopolitan Social Democracy (2002): David Held & Anthony McGrew**

**24. Environmental Advocacy Networks (1997): Margaret Keck and Kathryn Sikkink**

**25. What Can We Expect from Global Labor Movements?: Five Commentaries (2002): Armbruster, Nash, Seidman, Ross, Appelbaum, Bickham-Mendez, & Bonacich**

**26. Transnational Solidarity: Women's Agency, Structural Adjustment, and Globalization (2002): Manisha Desai**

**27. Counter-Hegemonic Globalization: Transnational Social Movements in the Contemporary Global Political Economy (2005): Peter Evans**

Recommended:

Bandy, J., & Smith, J. (Eds.)(2005). *Coalitions across borders: Transnational protest and the neoliberal order.* Rowman & Littlefield.

Chambers, R. (1997). *Whose reality counts?: Putting the first last*. London: Intermediate Technology Pub.

Clifford, R. (1994). Diasporas. *Cultural Anthropology, 9*(3), 302-338.

Darby, P. (Ed.). (2006). *Postcolonizing the international: Working to change the way we are*. U. Hawaii Press.

Drydyk, J. (2005). When Is Development More Democratic? *Journal of Human Development, 6 2*, 247-267.

Duffield, M. (2001): chapter 21. The New Development-Security Terrain. In Roberts & Hite (Eds.)

Gareau, B. J. (2008). Class consciousness or natural consciousness? Socionatural relations & the potential for social change: Suggestions from development in Southern Honduras. *Rethinking Marxism, 20*, 120-141.

Gills, B. K. (Ed.). (2000). *Globalization and the politics of resistance*. NY: St. Martin's Press.

Grey, M & A. Woodrick (2002). Unofficial Sister Cities: Meatpacking labor migration between Villachuato, Mexico and Mashalltown, Iowa. *Human Organization, 61*(4), 364-376.

Huntington, S. (in Roberts & Hite): 4. The Change to Change: Modernization, Development and Politics (1971); and Political Order in Changing Societies (1968)

Jones, J. F., & Xu, Q. (2002). Grass-Roots Organization and Community Development: Evaluating the Chinese Urban Neighbourhood Committee. *Regional Development Studies, 8*, 99-117.

Kirby, W. C. (2004). *Realms of freedom in modern China*. Stanford University Press.

Mallee, H. (2000). Migration, hukou and resistance in reform China. In E. J. Perry & M. Selden (Eds.), *Chinese society: Change, conflict, and resistance* (pp. 83-101). NY: Routledge.

Prazniak, R., & Dirlik, A. (Eds.). (2001). *Places and politics in an age of globalization*. Rowman & Littlefield.

Sachs, J. D. (2005). *The end of poverty: Economic possibilities for our time*. NY: Penguin.

Sassen, S. (1999). *Guests and aliens*. New York: New Press.

[Sen, A. K. (1999). Development as freedom](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575356_1/Sen.1999.Development%20as%20Freedom.Pref.3-34.146-159.227-298.pdf). New York: Knopf.

Wekerle, G. R. (2004). Food Justice Movements: Policy, Planning, and Networks. *Journal of Planning Education and Research, 23*(4), 378-386.

Wu, W. (2006). Migrant Intra-urban Residential Mobility in Urban China. *Housing Studies, 21*(5), 745-765.

Wu, X., & Treiman, D. J. (2004). The Household Registration System and Social Stratification in China: 1955-1996. *Demography, 41*(2), 363-384.

Xia, J. (2008). An empirical study on self-governing organizations in new-style urban communities. *Social Sciences in China, 29*(1), 171 - 180.

Xu, Y. (2008). Division of tasks and cooperation between government and the community: an essential condition for the reform & innovation of China's community-building system. *Social Sciences in China, 29*, 142-151.

**6. 9/26: Socio-psychological dimension [social capital, empowerment]**

[**Perkins, D.D., Hughey, J., & Speer, P.W. (2002). Community psychology perspectives on social capital theory and community development practice. *Journal of the Community Development Society, 33*(1), 33-52.**](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/JCDS.02.pdf)

**Friedmann, J. (1992). *Empowerment: The politics of alternative development.* ["Small is Beautiful But..." p.139-143 + Implementing Alternative Development & Conclusions: p. 158-166]**

**Thomas, L. (2006). Social capital and mental health of women living in informal settlements in Durban, South Africa, and Lusaka, Zambia. In K. McKenzie & T. Harpham (Eds.), *Social capital and mental health* (pp. 124-137). London: Jessica Kingsley Publishers.**

[**Dallago, L., Perkins, D. D., Santinello, M., Boyce, W., Molcho, M., & Morgan, A. (2009). Adolescent place attachment, social capital, & perceived safety: A comparison of 13 countries. *American Journal of Community Psychology, 44*, 148-160.**](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/Dallago_et_al.Adolescent_PA-safety-SC_in_13_countries.FINAL.doc)

Recommended:

Arneil, B. (2006). *Diverse communities: the problem with social capital.*

Bourdieu, P. (1985). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). New York: Greenwood.

Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology, 94*(supplement), S95-S120.

Dalton, R. J., & Klingemann, H.-D. (Eds.). (2007). *The Oxford Handbook of Political Behavior*. Oxford U. Press.

[DeFilippis, J. (2001)](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575319_1/Defilippis.1204.HPD.pdf). The myth of social capital in community development. *Housing Policy Debate, 12*(4), 781-806.

Healy, K., Haynes, M., & Hampshire, A. (2007). Gender, social capital and location: Understanding the interactions. International Journal of Social Welfare, 16(2), 110-118.

Kroeker, C.J. (1996). The cooperative movement in Nicaragua: Empowerment and accompaniment of severely disadvantaged peasants. *Journal of Social Issues, 52*, 123-138.

Landman, J. P. (2004). Social capital: a building-block in creating a better global future. Foresight: the Journal of Futures Studies, Strategic Thinking and Policy, 6(1), 38-46.

[Manzo, L.C., & Perkins, D.D. (2006). Neighborhoods as common ground: The importance of place attachment to community participation and development. *Journal of Planning Literature, 20*, 335-350.](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/ManzoPerkins.2006.Neighborhoods_as_common_ground.JPL.pdf)

[Perkins, D.D. (1995). Speaking truth to power: Empowerment ideology as social intervention and policy. *American Journal of Community Psychology, 23*, 765-794.](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/emp-pol.proquest.pdf)

[Perkins, D.D. (2010). Empowerment. In R.A. Couto (Ed.), *Political and Civic Leadership*. Sage](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/25.Empowerment_chapter.penultimate_draft.doc).

[Perkins, D.D., & Long, D.A. (2002). Neighborhood sense of community and social capital: A multi-level analysis. In A. Fisher, C. Sonn, & B. Bishop (Eds.), Psychological sense of community: Research, applications, and implications (pp. 291-318). New York: Plenum.](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/PerkinsLong.2002.Neighborhood_sense_of_community&social_capital.pdf)

Putnam, R. (1994). *Making democracy work: Civic traditions in modern Italy.* Princeton U Press.

Radcliffe, S. A. (2004). Geography of Development: Development, Civil Society and Inequality -- Social Capital Is (Almost) Dead? *Progress in Human Geography, 28*(4), 517-527.

Serrano Garcia, I. (1984). The Illusion of Empowerment: Community Development within a Colonial Context. *Prevention in Human Services, 3* (2/3), 173-200.

Yip, K. s. (2004). The Empowerment Model: A Critical Reflection of Empowerment in Chinese Culture. *Social Work, 49*(3), 479-487.

Yip, W., Subramanian, S. V., Mitchell, A. D., Lee, D. T. S., Wang, J., & Kawachi, I. (2007). Does social capital enhance health and well-being? Evidence from rural China. *Social Science & Medicine, 64*(1), 35-49.

**7. 10/3: Cultural dimension [religion, language, tribes, history, spread of (Western, esp. U.S.) popular culture]**

**[TBA: a broader reading overviewing the study of culture or ethnography as applied to CD]**

**Conklin, B. A. (2006). Environmentalism, global community, and the new indigenism. In M. H. Kirsch (Ed.), *Inclusion and exclusion in the global arena*. New York: Routledge.**

**Fischer, E. F. (1996). Induced Culture Change as a Strategy for Socioeconomic Development: The Pan-Maya Movement in Guatemala. In E.F. Fischer & R.M. Brown (Eds.). *Maya cultural activism in Guatemala* U. Texas Press. (Chapter 3; for contents & intro:** [**http://www.utexas.edu/utpress/excerpts/exfismay.html**](http://www.utexas.edu/utpress/excerpts/exfismay.html) **)**

**Mertz, E., & Timmer, A. (2010). Introduction-Getting it Done: Ethnographic Perspectives on NGOs. *Political and Legal Anthropology Review, 33*(2), 171–177. [READ THIS & CHOOSE 1 OTHER FROM THIS ISSUE]**

Recommended:

Cernea, M. M. (Ed.) (1991). *Putting people first: Sociological variables in rural development.* Oxford U. Press.

Cernea, M. M., & Freidenberg, J. (2007). "Development Anthropology is a Contact Sport" An Oral History Interview with Michael M. Cernea by Judith Freidenberg. *Human Organization, 66*(4), 339-353.

Diamond, J. M. (1997). *Guns, germs, and steel: the fates of human societies*. NY: W.W. Norton.

Fanon, F. (1969). Toward the African revolution: Political essays (pp. 31-44: Racism and Culture). Grove Press.

Fischer, E. F. (1999). Cultural logic and Maya identity: Rethinking constructivism and essentialism. *Current Anthropology, 40*(4), 473-499.

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Sylvain, R. (2006). Disorderly development: Globalization and the idea of culture in the Kalahari. In M. H. Kirsch (Ed.), *Inclusion and exclusion in the global arena* (pp. 177-205). New York: Routledge.

**8. 10/10: Health/mental health dimension [relief orgs-- Int'l. Red Cross, Medecins Sans Frontieres, food production & distribution, disaster response, see W.H.O.]**

**Wilkinson, R. G., & Pickett, K. (2009). *The spirit level: Why more equal societies almost always do better*. London: Allen Lane/Penguin. [Chapters 1, 6, 13]**

**Campbell, C., Nair, Y., & Maimane, S. (2007). Building contexts that support effective community responses to HIV/AIDS: A South African case study. American Journal of Community Psychology, 39(3-4), 347-363.**

**Cornish, F., & Campbell, C. (2009). The Social Conditions for Successful Peer Education: A Comparison of Two HIV Prevention Programs Run by Sex Workers in India and South Africa. *American Journal of Community Psychology, 44(*1-2), 123-135.**

**Explore VU Inst. for Global Health website:** [**http://globalhealth.vanderbilt.edu/**](http://globalhealth.vanderbilt.edu/)

Recommended:

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**9. 10/17: Education dimension [from primary/basic literacy to adult/higher ed.]**

**Brembeck, C. S. (1962). Education for national development. *Comparative Education Review, 5(3)*, 223-231.**[**http://www.jstor.org/stable/1187090**](http://www.jstor.org/stable/1187090)

**Freire, P. (1970). *Pedagogy of the oppressed*. [Foreword, Preface, chapters 1, 2 + last 2 pages of chap. 3]**

[**Burnett, N. (1996)**](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575341_1/Burnett.1996.Priorities%20%26%20strategies%20for%20education-world%20bank%20review.IJED.pdf)**. Priorities and strategies for education--A world bank review: The process and the key messages. *International Journal of Educational Development, 16*(3), 215-220.**

[**Birdsall, N. (2002)**](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575340_1/CGD.2002.EDUCATON%20%26%20DEVELOPING%20WORLD.pdf)**. *Education and the developing world: Why is education essential for development?* Washington, DC: Center for Global Development.**

***Beaman, L., Duflo, E., Pande, R., & Topalova, P. (2012). Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India. Science, 335(6068), 582-586.***

Explore UNESCO website: *www.****unesco****.org/ ;* NORRAG website: <http://www.norrag.org/> ; & Room to Read: <http://www.roomtoread.org/programs/index.html>

Recommended:

Clarke, M., & Feeny, S. (2007). *Education for the end of poverty: Implementing all the Millennium Development Goals*. New York: Nova Science Publishers.

Dubois, W.E.B., & Washington, B. T. [Debates]

Freire, P. (1985). *The Politics of Education: Culture, Power and Liberation* (Macedo, Trans.) Bergin & Garvey.

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Heyneman, S. P. (2003). Education, social cohesion, and the future role of international organizations. *Peabody Journal of Education, 78*(3), 25-38.

Heyneman, S. P. (2003). The history and problems in the making of education policy at the World Bank 1960-2000. *International Journal of Educational Development, 23*, 315-337.

Heyneman, S. P. (2004). International Education Quality. *Economics of Education Review, 23*(4), 441-452.

Heyneman, S. P. (2005). Foreign Aid to Education: Recent U.S. Initiatives--Background, Risks, and Prospects. *Peabody Journal of Education, 80*(1), 107-119.

Samoff, J. (1996). Chaos and Certainty in Development. *World Development, 24*(4), 611-633.

[Samoff, J. (1996)](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575342_1/Samoff.1996.Which%20priorities%20and%20strategies%20for%20education.IJED.pdf). Which priorities and strategies for education? *International Journal of Educational Development, 16*(3), 249-271.

Suarez-Orozco, M. M. (Ed.). (2007). *Learning in the global era: International perspectives on globalization and education*. Berkeley: University of California Press.

**10. 10/24: Physical/infrastructure dimension [urbanization, urban/regional/community planning, housing]**

Explore: <http://www.iied.org/human-settlements/home>

In class, view: Economist Film Project “Good Fortune” on Nairobi slum revitalization & its unintended consequences: <http://www.pbs.org/newshour/bb/world/july-dec11/goodfortune_07-14.html> OR diff. segment here: <http://www.youtube.com/watch?v=SQKkqCiJT4k>

[**Shatkin, G. (2004).**](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575344_1/Shatkin.2004.Planning%20to%20forget-Informal%20settlements%20in%20globalising%20Manila.US.pdf) **Planning to Forget: Informal Settlements as 'Forgotten Places' in Globalising Metro Manila. *Urban Studies, 41*(12), 2469-2484.**

**Blandford, D., Boisvert, R.N., & Davidova, S., 2008 “*Infrastructure and Rural Development: US and EU Perspectives*” *EuroChoices, 7* (1), 52-59.**

**Huchzermeyer, M. (2009). Enumeration as a Grassroot Tool Towards Securing Tenure in Slums: Insights from Kisumu, Kenya. *Urban Forum, 20*(3), 271-292.**

**Pikholz, L. (1997). Managing Politics and Storytelling: Meeting the Challenge of Upgrading Informal Housing in South Africa. *Habitat International, 21*(4), 377-396.**

**Chapter 8 or other from: Mitlin, D., & Satterthwaite, D. (Eds.). (2004). *Empowering Squatter Citizen : Local Government, Civil Society, and Urban Poverty Reduction*. London: Earthscan.**

Recommended:

Chen, A. (1998). China's urban housing market development: Problems and prospects. *Journal of Contemporary China, 7*(17), 43-60.

Chen, X., & Gao, X. (1993). China's urban housing development in the shift from redistribution to decentralization. *Social Problems, 40*(2), 266-283.

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Flyvbjerg, B. (1998). *Rationality and power: Democracy in practice* (S. Sampson., Trans.). U. of Chicago Press.

Flyvbjerg, B., Bruzelius, N., & Rothengatter, W. (2003). *Megaprojects and risk: An anatomy of ambition*. Cambridge University Press.

Fraser, JC (2006). (2006). Globalization, Development and Ordinary Cities: A Review Essay on Ordinary Cities: Between Modernity and Development. *Journal of World-systems Research, 12*, 189-197*.*

Murray, M. J. (2009). Fire and Ice: Unnatural Disasters and the Disposable Urban Poor in Post-Apartheid Johannesburg. *International Journal of Urban and Regional Research, 33*(1), 165–192.

Smith, N. (2002). New globalism, new urbanism: Gentrification as global urban strategy. *Antipode, 34*, 427-450.

Tan, Y., & Wang, Y. Q. (2004). Environmental Migration and Sustainable Development in the Upper Reaches of the Yangtze River. *Population and Environment, 25*(6), 613-636.

U.N. Dept. of Economic & Social Affairs Population Division. (2005). World urbanization prospects: The 2005 Revision <http://www.un.org/esa/population/publications/WUP2005/2005wup.htm>

**11. 10/31: Development in Latin America & Caribbean**

**Hernandez, E. (1998). Assets and obstacles in community leadership. *Journal of Community Psychology*. Special Issue: Community Psychology in Latin America, 26(3), 269-280.**

**Schuller, M. (2009). Gluing Globalization: NGOs as Intermediaries in Haiti. *Political and Legal Anthropology Review, 32*(1), 84-104.**

**Kroeker, C.J. (1995). Individual, organizational, and societal empowerment: A study of the processes in a Nicaraguan agricultural cooperative. *American J. of Community Psychology, 23*, 749-764.**

**Shakow, M. (under review). Andean ‘Civil Society’ and Political Imaginaries in Central Bolivia. *American Anthropologist*.**

Recommended [see also Conklin, Fischer and Laurie readings in week 7 and Freire in week 9]:

Alvare, B. T. (2010). 'Babylon Makes the Rules': Compliance, Fear, and Self-Discipline in the Quest for Official NGO Status. *Political and Legal Anthropology Review, 33*(2), 178-200.

Fischer, E. F., & Benson, P. (2006). *Broccoli and desire: Global connections and Maya struggles in postwar Guatemala*. Stanford, Calif.: Stanford University Press.

Kroeker, C. J. (1996). The cooperative movement in Nicaragua: Empowerment and accompaniment of severely disadvantaged peasants. *Journal of Social Issues, 52*(1), 123-138.

Laurie, N., & Bonnett, A. (2002). Adjusting to Equity: The Contradictions of Neoliberalism and the Search for Racial Equality in Peru. *Antipode, 34(*1), 28-53.

Martin, T.Q. & Rodriguez, D.P. (1997). Chile. In H. Campfens (ed.), *Community development around the World* (pp. 385-434).

Mitchell, A. D., & Bossert, T. J. (2007). Measuring dimensions of social capital: Evidence from surveys in poor communities in Nicaragua. *Social Science & Medicine, 64*(1), 50-63.

Montero, M. (2008). An insider's look at the development and current state of community psychology in Latin America. *Journal of Community Psychology, 36*(5), 661-674.

Putman, K. M., Lantz, J. I., Townsend, C. L., Gallegos, A. M., Potts, A. A., Roberts, R. C., et al. (2009). Exposure to Violence, Support Needs, Adjustment, and Motivators Among Guatemalan Humanitarian Aid Workers. *American Journal of Community Psychology, 44(*1-2), 109-115.

Shakow, M. (in press). The Peril and Promise of Noodles and Beer: Condemnation of patronage and hybrid political frameworks in “post-neoliberal” Cochabamba, Bolivia. *Political and Legal Anthropology Review*.

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Wolford, W. (2007). Land reform in the time of Neoliberalism: A many-splendored thing. *Antipode, 39*, 550-570.

**12. 11/7: Development in Africa**

**Peet, R. (2002). Ideology, Discourse, and the Geography of Hegemony: From Socialist to Neoliberal Development in Postapartheid South Africa. *Antipode, 34*(1), 54-84.**

**Kim, J. C., et al. (2007). Understanding the Impact of a Microfinance-Based Intervention on Women’s Empowerment and the Reduction of Intimate Partner Violence in South Africa. *American Journal of Public Health, 97*(10), 1794-1802.** [**http://ajph.aphapublications.org/cgi/reprint/AJPH.2006.095521v1.pdf**](http://ajph.aphapublications.org/cgi/reprint/AJPH.2006.095521v1.pdf)

**LeBlanc, G. (1990). Lessons Learned: Guidelines for the Implementation of "Relevance Education" in Developing Countries. *Community Development Journal, 25*(2), 139-146.**

**Whitehead, K. A., Kriel, A. J., & Richter, L. M. (2005). Barriers to Conducting a Community Mobilization Intervention among Youth in a Rural South African Community. *Journal of Community Psychology, 33*(3), 253-259.**

Recommended:

Abloh, F. & Ameyaw, S. (1997). Ghana. In H. Campfens (ed.), Community development around the World (pp. 275-324).

Baccaro, L., & Papadakis, K. (2009). The downside of participatory-deliberative public administration. *Socio-Economic Review, 7*(2), 245-276.

Fanon, F. (1963). *The wretched of the earth*. & (1967). *A dying colonialism*. NY: Grove Press.

Fraser, A. (2007). Land reform in South Africa and the colonial present. *Social & Cultural Geography, 8*(6), 835-851.

Heyneman, S. P. (1983). Education during a Period of Austerity: Uganda, 1971-1981. *Comparative Education Review, 27*(3), 403-413.

Kalichman, S. C., Simbayi, L. C., Kagee, A., Toefy, Y., Jooste, S., Cain, D., et al. (2006). Associations of poverty, substance use, and HIV transmission risk behaviors in three South African communities. *Social Science & Medicine, 62*, 1641–1649.

Peet, R. (2002). Ideology, Discourse, and the Geography of Hegemony: From Socialist to Neoliberal Development in Postapartheid South Africa. *Antipode, 34*(1), 54-84.

Pronyk, P. M., Harpham, T., Busza, J., Phetla, G., Morison, L. A., Hargreaves, J. R., et al. (2008). Can social capital be intentionally generated? A randomized trial from rural South Africa. *Social Science & Medicine, 67*, 1559–1570. <http://www.sef.co.za/files/07%20-%20Pronyk%20Social%20Capital%20RCT%20SSM%202008.pdf>

Rassool, C. Community museums, memory politics, and social transformation in S. Africa: Histories, possibilities, and limits. [see E-reserves]

Simon, D. (2003). Contextualising South African Local Economic Development within Current Development Debates: The International Setting. *Urban Forum, 14*(2-3), 127-146.

Webster, E. (2005). Making a Living, Earning a Living: Work and Employment in Southern Africa. *International Political Science Review, 26*(1), 55-71.

**13. 11/14: Development in Asia**

**Blair, G., Fair, C. C., Malhotra, N., & Shapiro, J. N. (2011). *Poverty and Support for Militant Politics: Evidence from Pakistan*** (No. 2011-7). Washington, DC: Georgetown University, Edmund A. Walsh School of Foreign Service, Mortara Center for International Studies. <http://www.humansecuritygateway.com/documents/MORTARA-FAIR-Poverty-and-Support-for-Militant-Politics-Pakistan.pdf>

[**Pellissery, S., & Bergh, S. I. (2007).**](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575358_1/Pellissery%26Bergh.2007.Adapting%20the%20capability%20approach-particip%20dev%20programs-India%20%26%20Morocco.JHD.pdf) **Adapting the Capability Approach to Explain the Effects of Participatory Development Programs: Case Studies from India and Morocco. *Journal of Human Development, 8* (2), 283-302.**

[**Fan, S., & Zhang, X. (2004)**](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575343_1/Fan%20%26%20Zhang.2004.Infrastructure%20%26%20regional%20econ%20dev%20in%20rural%20China.CER.pdf)**. Infrastructure and Regional Economic Development in Rural China. *China Economic Review, 15*(2), 203-214. [skip part 3. Conceptual framework & model]**

[**Robinson, J., & Perkins, D.D. (2009). Social development needs assessment in China: Lessons from an international collaborative field school in Guangxi Zhuang Autonomous Region. *China Journal of Social Work, 2*(1), 34-51.**](http://www.people.vanderbilt.edu/%7Edouglas.d.perkins/Robinson&Perkins.2009.Soc_dev_needs_assessment_in_China-Intl_collaborative_field_school.CJSW.pdf)

[**Xu, Q., Perkins, D.D., Chow, J.C. (2010). Sense of Community, Neighboring, and Social Capital as Predictors of Local Political Participation in China. *American Journal of Community Psychology, 45(3-4)*, 259-271.**](http://people.vanderbilt.edu/%7Edouglas.d.perkins/XuPerkinsChow.2010.SoC,nbrg&social_capital_pred_local_pol_particip_in_China.AJCP.pdf)

Recommended:

Ashton, D. G., Francis; James, Donna; Sung, Johnny. (1999). Education and training for development in East Asia: The political economy of skill formation in East Asian newly industrialised economies. Routledge.

Bian, Y., Breiger, R., Davis, D., & Galaskiewicz, J. (2005). Occupation, Class, and Social Networks in Urban China. *Social Forces, 83*(4), 1443-1468.

[Bray, D. (2006)](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575349_1/Bray.2006.Bldg%20community-New%20strategies%20of%20governance%20in%20urban%20China.E%26S.pdf). Building 'Community': New Strategies of Governance in Urban China. *Economy and Society, 35*(4), 530-549.

Bray, M. (1992). Colonialism, Scale, and Politics: Divergence and Convergence of Educational Development in Hong Kong and Macau. *Comparative Education Review, 36*(3), 322-342. [e-reserve]

Chen, X. (2005). *As borders bend: Transnational spaces on the Pacific rim*. Rowman & Littlefield.

[Chen, X. (2006)](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575347_1/chen_for%20Wu_chap%202.pdf). Beyond the reach of globalization: China’s border regions and cities in transition. In F. Wu (Ed.), *Globalization and the Chinese City* (pp. 21-46): Routledge.

Drèze, J., & Sen, A. K. (2002). *India: Development and participation* (2nd ed.). Oxford U. Press.

He, S. (2007). State-sponsored Gentrification Under Market Transition The Case of Shanghai. *Urban Affairs Review, 43*(2), 171-198.

Li, H., Rozelle, S., & Zhang, L. (2004). Micro-credit Programs and Off-Farm Migration in China. *Pacific Economic Review, 9*(3), 209-223.

Lieten, G. K. (2002). The Human Development Puzzle in Kerala. *Journal of Contemporary Asia, 32*(1), 47-68.

Murphy, R. (2003). Fertility and Distorted Sex Ratios in a Rural Chinese County: Culture, State, and Policy. *Population and Development Review, 29*(4), 595-626.

Palmer, N., Perkins, D. D., & Xu, Q. (2011). Social capital and community participation by migrant workers *in China*. *Journal of Community Psychology*, 39(1), 89-105.

Parish, W. L., Laumann, E. O., & Mojola, S. A. (2007). Sexual Behavior in China: Trends and Comparisons. *Population and Development Review, 33*(4), 729-756.

Sarker, P. (1997). Bangladesh. In H. Campfens (ed.), *Community development around the World* (pp. 329-378).

[Veron, R. (2001)](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575359_1/Veron.2001.New%20Kerala%20model-Lessons%20for%20sustain%20dev.WD.pdf). The 'New' Kerala Model: Lessons for Sustainable Development. *World Development, 29 (4)*, 601-617.

[Yan, M. C., & Gao, J. G. (2007)](https://oak.vanderbilt.edu/@@/8E3DD71A6282E9E41C7FB053606B35AC/courses/1/2010.FALL.PBD.HOD.3640.01/content/_1575348_1/Yan%26Gao_CommunityBldgChina.pdf). Social engineering of community building: Examination of policy process and characteristics of community construction in China. *Community Development Journal, 42*(2), 222-236.

Xu, Q., & Chow, J. C. (2006). Urban community in China: Service, participation and development. *International Journal of Social Welfare, 15*, 199–208.

Xu, Q., Gao, J., & Yan, M. C. (2005). Community Centers in Urban China: Context, Development, and Limitations. *Journal of Community Practice, 13*(3), 73-90.

**14. 11/28: Immigration & other Development Issues in the Industrialized North (North America, Europe)**

**Wilkinson, R. G., & Pickett, K. (2009). *The spirit level* [Chapter 16]**

**Jacoby, W., & Yavuz, H. (2008). Modernization, identity and integration: An introduction to the special issue on Islam in Europe. *Journal of Muslim Minority Affairs, 28(*1), 1-6.**

**Anwar, M. (2008). Muslims in Western States: The British Experience and the Way Forward. *Journal of Muslim Minority Affairs, 28*(1), 125-137.**

**Perkins, D.D., Palmer, N., & Garcia Ramirez, M. (2011). Psycho-social Studies of Migration and Community. *Psychosocial Intervention* + choose one of the following from a special issue on “Migration and Community”** [**http://www.psychosocial-intervention.org/**](http://www.psychosocial-intervention.org/) **:**

**1. Cristini et al., “The influence of discrimination on immigrant adolescents’ depressive symptoms: What buffers its detrimental effects?”**

**2. Ward & Stuart, “A Question of Balance: Exploring the Acculturation, Integration and Adaptation of Muslim Immigrant Youth”**

**3. Robinson, “Public Perceptions of Human Trafficking in Moldova”**

**4. Xu & Palmer. “Migrant Workers’ Community in China: Relationships among Social Networks, Life Satisfaction and Political Participation”**

**5. Siankam, “Eco-psychopolitical validity and medical brain drain in sub-saharan Africa: Exploring the utility of a framework for medical migration research”**

**6. Paloma & Manzano-Arrondo, “The role of Organizations from Liberation Psychology: Application to the Study of Migrations”**

**7. Stuart Carr, “A Global Community Psychology of Mobility”**

**8. Sladkova & Bond: “Migration as a Context-Dependent Dynamic in a World of Global Inequalities”**

**9. Dina Birman, “Migration and Well-being: Beyond the Macrosystem”**

Recommended:

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**15. 12/5:** **Conclusions and project proposal reports**

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**Present proposed CD projects**

**12/12: Proposed CD project descriptions due**