

**University of Guelph
College of Social and Applied Human Sciences
Department of Sociology and Anthropology**

**IDEV 4600
ADVOCATING / EFFECTING CHANGE 0.5 Credits
Course Instructor: Dr. Jasmin Hristov
Winter 2022**

Course Time and Location: Friday 11:30am - 2:30pm

- ❖ Students are required to have a Zoom account attached to a Guelph email.
- ❖ Only students with a Guelph email will be admitted into the Zoom sessions.
- ❖ Zoom sessions can be accessed through Courselink.

Contact Information: jhristov@uoguelph.ca

Office Hours: Mon 4:30pm or by appointment

Prerequisites: IDEV 2400, IDEV 3000, IDEV 3100, IDEV 3300 must be completed prior to taking this course

Land Acknowledgement

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. This gathering place where we work and learn is home to many past, present and future First Nations, Metis, and Inuit peoples. Our acknowledgement of the land is our declaration of our collective responsibility to this place and its peoples' histories, rights, and presence. In the context of this course, acknowledging the land entails an ongoing reflection on the ways in which present day issues of poverty, marginalization, exclusion, and violence can be traced to the historical process of land dispossession with its multiple and pervasive consequences. Acknowledging the land is also about unlearning, re-learning and envisioning ways in which we can become active agents of social transformation.

CALENDAR DESCRIPTION

This course aims to equip students with the knowledge and understanding needed to advocate for, and bring about, change in policy and practice that impact inclusive and sustainable development within government, civil society organizations and the private sector. The course examines the actions and processes through which changes in policy and practice take place, and the barriers that need to be overcome in order to effect such changes. These might include formal legal, political and administrative engagement, use of social media, protest, civil disobedience, etc. The course predominantly involves the in-depth analysis of successes and failures of advocacy and activism efforts at bringing about changes that have positive development impacts.

DETAILED COURSE DESCRIPTION

At a time when humanity is at a crossroads, facing unprecedented social and environmental crises, understanding what it means to be a global citizen and what roles we can play in effecting change, is of paramount importance.

This course is premised upon two main ideas. First, change in development policy and practice is inseparable from broader structural social change. The latter in turn, is a product of the ongoing conflictual dynamics between the collective agency of dominant groups and that of subaltern classes. Second, the process of promoting human development that counteracts social and global inequalities, requires an understanding of the different mechanisms (including legislative, ideological, and violent ones) employed by those who obstruct such efforts.

In the first part of the course, we trace the historical emergence of major structures of inequality as the product of human agency, up to and including the current era of neoliberalism. Next, we explore contemporary cases representing different pathways to policy change aimed at promoting human development ranging from large-scale popular mobilizations to localized struggles, spanning across different regions of the world. Here we reflect on the role of different actors such as states, NGOs, community organizations, and social movements. In particular, we examine the achievements and challenges in the cases of states that have rejected the neoliberal model. The final part of the course will consist of group presentations on the impacts of large sustained social movements.

In order to engage in some experiential learning, throughout the course we will take part in solidarity actions to support Honduran peasants and environmentalists who are facing violence, persecution, criminalization, forced displacement and environmental destruction.

As part of this course's broader aim to globalize, diversify, indigenize, and decolonize education, efforts have been made to balance content and sources in a way that embraces perspectives, authors, issues, and approaches emerging from the Global South, indigenous peoples, marginalized and/or underrepresented groups. Students are strongly encouraged to contribute to this ongoing effort by sharing knowledge, experiences, and resources that can nourish our collective learning. The course is intended as an infrastructure of empowerment where learning, development, and social change are seen as mutually reinforcing. The classroom is a community of learners where students do not simply learn *about* development and change, but rather become global citizens prepared to *shape* development processes in ways that are ecologically balanced and centred upon human well-being.

LEARNING OUTCOMES

Conceptual Knowledge

1. Conceptualize the relationship between mechanisms that generate conditions for the reproduction of global capitalism and impediments to human development.
2. Identify and explain how legislative, ideological, and violent mechanisms managed by powerful actors serve as barriers to socially and environmentally just development.
3. Evaluate the impacts and limitations of micro-level 'solutions' to development problems promoted by dominant institutions.

4. Assess the potential for effecting change among different forms of collective action ranging from popular mobilizations to sustained social movements to NGOs advocacy.
5. Reflect on the potential impacts as well as limitations of international solidarity actions.
6. Analyze the importance of the state in facilitating or obstructing social change.

Procedural Knowledge / Skills

7. Synthesize key ideas, concepts, and arguments (effective reading and communication).
8. Demonstrate ability to identify areas for debate and discussion by posing critical questions (critical thinking).
9. Work as part of a team to communicate knowledge creatively and effectively to a wider audience.
10. Engage in direct action/advocacy work.

REQUIRED TEXTS

- Selection of academic articles, book chapters, news articles, videos, and documentaries available electronically through the Guelph McLaughlin Library Ares Course Reserve System. ARES is accessible through Courselink (under Content tab on the left-hand side).

Documentaries

Any documentaries and videos assigned form an integral part of the course material and students are expected to incorporate the knowledge gained from these into the assignments.

COURSE FORMAT

This course will take place through virtual synchronous sessions over Zoom. Early in the course, there will be a few lectures and guest-speaker presentations. Subsequently, there will be weekly discussion questions presented by three students. The questions will be answered in small-groups, followed by a whole-class discussion. The last two weeks of the course will consist of group presentations. Even though the course takes place in an online environment, its pedagogical approach rests on the idea that learning is a collective process and thus, the classroom should be a community of learners.

To this end, *consistent attendance as well as active and thoughtful participation is required* in this course. Students are expected to come to class with a completed written commentary on the assigned readings and documentary(ies) and be prepared to engage in discussion. During small-group discussions in break-out rooms, students will always be asked to have a notetaker spokesperson. This individual will be responsible for sharing with the class the highlights from the group discussion and may be asked to submit their notes on behalf of the group.

In accordance with the transformative approach of this course as well as its subject matter of bringing about change, the course entails a practical component where, as a class, we will engage in solidarity work to support the struggles of environmental and land-rights defenders in Honduras.

COMMUNICATION

There are two ways to communicate with the professor outside of lecture: (1) Guelph email and (2) Office hours (on Zoom).

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**Please always put “IDEV 4600” in the subject of your email.

Please check the Announcements on Courselink as frequently as you can. This is the *main way* in which I will be reaching out to students to pass on any new information.

CLASS CONDUCT

Etiquette for Online Classes

- Keep your microphone muted unless you are invited to speak. You may (if you wish) keep your camera off and turn it on when you speak.
- Try to be ready to join the session at least 5 minutes early so that you can resolve any connectivity issues. Please note that the professor would not be able to deal with technical issues that you may be experiencing.
- Ensure there is no background noise in your environment when you are unmuted.
- No scribbling on the slides or any other material. Only use the annotation feature when the professor invites you to.
- If you have a question, please use the *Raise Hand* feature and speak when you are invited to do so. If you are unable to use audio due to constraints in your environment, you are welcome to type your question in the Chat.
- When the professor asks a question, please answer *it by raising your hand and speaking, instead of typing the answer in the Chat*, unless it is a Yes/No/thumbs-up type of question or unless you have constraints in your environment.
- If you would like to comment on something a fellow classmate has expressed, please use the *Raise Hand* feature and speak when invited to do so. The idea is to minimize the use of Chat and engage in verbal conversations, unless the professor instructs you to use it for a specific purpose.

How to Treat Each Other

We can all learn best when we feel safe, comfortable and welcome. Please know that your presence in lecture and tutorials is appreciated and your contributions are valued, regardless of whether you may have misunderstood something or given a ‘wrong’ answer. I ask that we all be respectful to each other. If a class member expresses a view that is based on lack of accurate information or one that reflects a distorted understanding of a given phenomenon, it is ok. The classroom is a place to learn. Let’s take such moments as a learning opportunity. Feel free to politely correct them by sharing your knowledge. Please remember, that we never stop learning and that knowledge makes a difference only when you share it.

Preferred Names and Pronouns

Students in this class are invited to share their preferred name and pronouns, or not. If you are misnamed or misgendered, please correct the other person respectfully.

Inappropriate Behaviour

Please keep in mind that lecture and tutorial Zoom sessions as well as Courselink are all part of our virtual classroom space. The same expectations, guidelines and regulations apply here as with in-person classes. Inappropriate behaviour, such as obscene or offensive language, promoting profit-driven products or services, discriminating against fellow students or TAs, intentionally disrupting class sessions, interrupting or speaking without being invited to do so, as well as all types of academic misconduct, will be subject to the appropriate penalty and/or disciplinary action.

EVALUATION

Type of Assessment	Percentage of Final Grade	Due Date	Related Learning Outcomes
Critical Commentaries 8% for submission and 7% for quality	15	Every class except Jan 14, Mar 25, Apr 1, and Apr 8	1,2,3,7
Discussion Question and Subsequent Reflection	15	Randomly assigned – check your group number	4,8
Group Presentation	20		4,8,9
Honduras Solidarity Work	10	Jan 28, Feb 4, and one more date depending on need	9,10
Contributions to Group Work (through peer evaluation)	5		
Peer Evaluation	Ungraded	Apr 9	
Participation	10	Ongoing	All
Final Paper	25	Apr 14	2,4,5,6

Critical Commentaries 15%

Every Friday (see exceptions above) students are required to submit via Dropbox a critical commentary (approximately 1-page single-spaced Times New Roman, 12-point font, 1-inch margins all around) on the assigned readings (and documentary, if any) for that week. The commentary should provide: i) an overview of the key ideas from each of the readings assigned for that day; ii) a personal argument / opinion / reaction on any one part of a reading or a theme running across one (or more of the readings) that interests you. This second part of the commentary may focus on a single issue, chapter, or documentary. You are welcome to incorporate any aspect from the lecture and/or class discussion.

Each commentary that you submit will receive 1%. It must be submitted by 2pm on the Friday it is due. You will be submitting 8 commentaries for the entire course (worth 8%). The content and quality of these will be evaluated cumulatively at the end of the course and is worth an additional 7% (for a total of 15% of the course grade). You will be receiving feedback on the first two commentaries.

Discussion Question (10%) and Subsequent Reflection (5%)

Students are required to prepare a discussion question based on any one or more of the readings or the documentary assigned for the day they are presenting. The DQ should be preceded by a brief (1-3 sentences) background (preamble) that situates us in terms of the topic/part of the readings on which it is based. The question itself may consist of more than one part. *It should not have a right or wrong answer, not ask for clarification or factual information, but instead should invite us to think critically and creatively.*

A short paragraph following the question should indicate: i) why you think this was an important and interesting question to ask; ii) how the question invites us to make use of what we have learned in the course so far; iii) what kind of debates/discussions you expect to take place in response to your question.

The entire DQ assignment (preamble + DQ + reflection paragraph) should not exceed one page single-space. The DQs will be evaluated in terms of their clarity, creativity, and engagement with the course material as well as the quality of discussion they generate. You must submit your DQ via Dropbox by 2pm on the day you are presenting.

During class time, students will be placed in groups and answer the question of the DQ presenter(s). Each group will then share highlights of their discussion with the class.

Subsequent Reflection

You are required to submit a reflection on your group discussion experience on the Friday which is one week after your DQ was due.

Please see *DQ Instructions, Evaluation Criteria and Learning Outcomes* in the module *Instructions and Support*.

Group Presentation 20%

For this assignment students will work in groups. Each group will choose a social movement or initiative (from a list of eligible movements) and prepare a presentation on it for the rest of the class. Please see detailed instructions in the document *Group Presentation Instructions, Evaluation Criteria and Learning Outcomes* in the *Instructions and Support* module.

Contribution to the Group Presentation 5%

Students will complete a peer evaluation for each group member to evaluate their effort and contributions to the collective project. Each student will receive a grade out of 5 that will be based

on all of their group members' evaluations. See the *Peer Evaluation for Group Assignment* in the *Instructions and Support* module.

Honduras Solidarity Work 10%

This component of the course will consist of a series of tasks that we will work on collectively to express our solidarity with Honduran land and environmental defenders. We will be supporting (1) peasant cooperatives and (2) the Guapinol water defenders. More detailed instructions will be provided in class as well as in the *Instructions and Support* module. Please keep in mind that the timeline for these tasks is flexible while at the same time intended to match the needs of our partner communities in Honduras. If you do not wish to take part in such work, please get in touch with the professor as soon as possible to discuss other options.

Participation 10%

The participation grade will reflect students' attendance, preparedness for class (e.g. having done the readings and watched the documentaries), frequency and quality of contributions during in-class and group discussions, volunteering to be a note-taker spokesperson, engagement during fellow group presentations, as well as motivation and enthusiasm during our solidarity work with Honduras. Please see the *Participation Grade Criteria* in the *Instructions and Support* module.

Final Analytical Paper

The analytical paper assignment will be distributed 4 or more weeks in advance. You will be required to answer a question in 9-10 double-space pages. No external research is necessary. You are required to use course material.

Policy on Disputing Assignment Grades

If you disagree with the grade you received, you must email your professor a letter **within one week** after work has been returned / grades posted, explaining why you believe you deserve a higher grade. In your letter, please take into consideration the answers that may have been taken up in class.

Policy on Missed / Late Work

*If you are registered with Accessibility Services, please advise the professor at the beginning of the course and all necessary accommodations will be made to ensure that you have a successful experience in the course.

Missed Critical Commentary

Not submitting a weekly critical commentary will lead to losing 1% and it will impact the Quality component of your Critical Commentaries grade. Late commentaries will not be accepted unless you are able to present a valid reason. However, you have one late pass which entitles you to submit ONE late commentary by Mon 11:59pm of the following week.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-

semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Assignment Submission on Courselink

- All assignments (NOT including the Test and Final Exam) are to be submitted using the Dropbox tool on Courselink.
- When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.
- In order to avoid any last-minute computer problems, it is strongly recommended that you save your assignments to a cloud-based file storage, USB key or send to your email account, should something happen to your computer.
- It is your responsibility to submit your assignments on time. Be sure to check the technical requirements and make sure you have the proper computer, a supported browser, and reliable Internet access. Technical difficulties are not an excuse for lateness.
- Students are expected to maintain back-up copies of their work at all time in case of unforeseeable technical failures.

ACCESSIBILITY AND ACCOMMODATIONS

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities.

Use of the SAS Exam Centre requires students to make a booking at least 7 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible. For more information, contact Accessibility Services at 519-824-4120 ext. 56208, email Accessibility Services accessibility@uoguelph.ca or visit www.uoguelph.ca/sas

HEALTH

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Medical Notes

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

ACADEMIC INTEGRITY

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility to abide by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Copyright Notice

Content within this course is copyright protected. Third party copyrighted materials

(such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law. The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third-party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes. Students who upload to Courselink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

Lecture Recordings

Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act. Students will be able to download lecture recordings Courselink for personal use. Students do not have the permission to "publish" / make lectures and other course material available online or to individuals not enrolled in the course.

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

WEEKLY SCHEDULE OF READINGS AND ASSIGNMENTS



Honduras Solidarity Work



Documentary to watch on your own



Discussion Questions Presentations in Groups



Recommended readings

JAN 14 Introduction to the Course: Social Change and the Structure-Agency Dialectic

- Course Syllabus
- Foundational Principles
- Dialectical Analytical Framework

JAN 21 Getting Ready for Solidarity Work with Struggles in the Global South: Land and Environmental Defenders in Honduras

- Hristov, J. and Spring, K. (2022). Paramilitarism in Progress: the War against Social Movements from Below in Honduras. In Hristov, J., Sprague, J., and Tauss, A. (Eds.). *Paramilitary Groups and the State under Globalization: Political Violence, Elites, and Security*. London: Routledge.
- Olsen, J. (2020, Mar 24) Honduras' Deadly Water Wars. *The Nation*
- Amnesty International. (2021, Dec 9). Honduras: Amnesty International urges authorities to immediately release eight prisoners of conscience
- 🖥 La Resistencia: the Fight for the Aguan Valley
- 🖥 Guardian of the Rivers
 - Guest-speakers on Honduras

JAN 28 Starting the Conversation about Social Structure and Social Change under Capitalism

- Stueck, W., and Hager, M. (2019). For low-income residents in Vancouver, a different kind of real estate crisis. *Globe and Mail*.
- Rosenthal, S. (2021). Does Capitalism Make Us Crazy? *Monthly Review Online*
- Rosenthal, S. (2021). We Could Eradicate Covid in Just Five Weeks. (blog)
- Dally Starna, C. (2020, Nov 26). Water crisis in First Nations communities runs deeper than long-term drinking water advisories. *The Conversation*.



Solidarity Activity One: Guapinol Art Due in Class (submit via Dropbox by 2pm) and collective short video-clip production with message to take place in class



Solidarity Activity Two – Individual Message to Guapinol due on Dropbox by 2pm

FEB 4 The Origins of Capitalism as a Social Movement from Above

- Cox, L. and Gunvald Nilsen, A. (2014). 'The Bourgeoisie, Historically, Has Played a Most Revolutionary Part': Social Movements from Above and Below in Historical Capitalism. In *We Make Our Own History: Marxism and Social Movements in the Twilight of Neoliberalism*. London: Pluto Press, pp. 101-112.
- Lebowitz, M. (2009, Apr.5). The Path to Human Development: Capitalism or Socialism? *Socialist Project*.
- Bellamy Foster, Clark, B. and Holeman, H. (2019). Capitalism and Robbery: The Expropriation of Land, Labor, and Corporeal Life. *Monthly Review* 71(7).
 -  Work on letter-writing in Support of Peasant Cooperatives

FEB 11 Domination and Resistance during Early Capitalism: Slavery, Racism, and Patriarchy

- McNally, D. (2002). The Colour of Money: Race, Gender, and the Many Oppressions of Global Capital. In *Another World is Possible*. Winnipeg: Arbeiter Ring Publishing, pp.105-116; 124-128.
- Federici, S. (2004). Caliban and the Witch: Women, the Body and Primitive Accumulation. Chico, CA: AK Press, pp. 47-49; 70-75; 88-91; 97-103; 180-192.
 -  DQ Groups 1 and 2 (Submit DQ portion via Dropbox by 2pm)
 -  Open Letter First Draft Due in Class

FEB 18 Neoliberalism as a Movement from Above

- Hickel, J. (2012). A Short History of Neoliberalism and How We Can Fix It.
- McNally, D. (2011). Towards a Great Resistance? In *Global Slump: The Economics and Politics of Crisis and Resistance*. Oakland, CA: PM Press, pp. 113-145
 - 📺 The Globalization Tapes
 - 📺 Maquilapolis
 - 📖 Albo, G. and Fanelli, C. (2014). *Austerity against democracy: an authoritarian phase of neoliberalism?* Toronto: Centre for Social Justice.
 - Group project assignment now available
 -  DQ Group 3 (Submit DQ portion via Dropbox by 2pm)
DQ Reflection Portion Due for Groups 1 & 2 via Dropbox by 2pm

FEB 25 WINTER BREAK

MAR 4 Pathways to Policy and Regime Change

- El-Amine, R. and Helnaway, M. (2013). A People's History of the Egyptian Revolution. In Joya, A. (Ed.). *The Arab Revolts against Neoliberalism*. Toronto: Centre for Social Justice.
- Hirtz, N.V., Giacone, M.S., and Olavarria, M. (2013). The Recovered Companies Workers' Struggle in Argentina: Between Autonomy and New Forms of Control. *Latin American Perspectives* 40(4), 88-100.
- V. K. Ramachandran, V.K. (2000). Human Development Achievements in an Indian State: A Case Study of Kerala. In *Social Development and Public Policy: A Study of Some Successful Experiences*. St Martin's Press, 2000, pp 46-10
-  Harnecker, M. (2010). Ideas for the Struggle. *Relay: A Socialist Project Review*.

The Take

Revolution through Arab Eyes: The Factory

- Group Presentation Project in-class work time
-  **DQ Groups 4 and 5 (Submit DQ portion via Dropbox by 2pm)**
- **DQ Reflection Portion Due for Group 3 via Dropbox by 2pm**

MAR 11 Development 'Alternatives' from Above

- Veltmeyer, H. (2005). Democratic Governance and Participatory Development: The Role of Development NGOs. *The Whitehead Journal of Diplomacy and International Relations* 6(2), 89-110.
- Green, N. and Bylander, M. (2021). The Exclusionary Power of Microfinance Over-Indebtedness and Land Dispossession in Cambodia. *Sociology of Development* 7(2), 202-229.
- Islam, S. (2013). Tipaimukh Dam: Triumph of Development over the Environment and Popular Voice. In *Development, Power, and the Environment: Neoliberal Paradox in Age of Vulnerability*. London: Routledge.
 - **DQ Reflection Portion Due for Groups 4 & 5 via Dropbox by 2pm**

MAR 18 State-level Resistance to Neoliberalism

- Leal Chacon, E. (2013). Twenty-first Century Socialism: A Political and Pedagogical Act. In *Counter-globalization and Socialism in the Twenty-first Century: the Bolivarian Alliance for the Peoples of Our America*. London: Routledge, 33-44.
- McKelvey, C. (2012). The Cuban Revolutionary Project and Its Development in Historical and Global Context. *Global Learning*.
- Harnecker, M. (2015). Making Progress when the Government is in Our Hands. In *A World to Build : New Paths Toward Twenty-first Century Socialism*. New York: Monthly Review Press.
 -  **No Volveran: the Venezuelan Revolution Now**

MAR 25 GROUP WORK SESSION

APR 1 Group Presentations

APR 8 Group Presentations

Final Paper Due Apr 14

END 😊