

Citizens, States and Power in Regional Development– Spring 2014

Thursday, 6:00 pm - 7:50 pm, Academic Entrance 63 Fifth Ave 411

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Office: 72 5th, Room 606; Office hour: Wednesday 12-3 or by appointment

Outline:

This course treats “development” as an arena of conflict between policies and the agencies in charge of them, and the localities and peoples which are their objects. The concept of “region” provides a useful lens to examine the mobilization of knowledge and power in the interface between states and citizens. Regions are not natural, but constituted socially and politically. Thus our approach to citizens, states and development asks: How are things organized? Where? Who makes decisions? In what ways does value circulate and/or accumulate? Particular emphasis is placed on the rural component of regions. “Rural” frequently is reduced to meaning agricultural production and extraction of natural resources. However rural spaces are heterogeneous social complexes within which most of human history has taken place. We begin by focusing on key concepts in regional development, with particular emphasis on the Americas. We move into regional case studies (Appalachia and the Pacific Northwest in North America, Colombia’s coffee country, and the Amazon in South America) where we first examine top-down planning with an emphasis on how people in the regions are characterized. Then we examine how people in these places look at themselves and mobilize to achieve their own goals. These cases allow us to explore the intersections of geography, culture, policy and political economy in the construction of lives and livelihoods. We end by examining hemispheric integration and the lives of transnational citizens, in particular those of Mexican migrants to the United States.

For their term papers students will build regional case studies through which they will explore course themes leading to recommendations on how to address rural and regional development problems. Though we will only cover a few cases in the course readings, you are expected to conduct your case study research for the entirety of the semester and contribute insights on a given day’s topic through reference to your case.

The primary goal of this course is for you to become versed in the main concepts of rural studies and regional planning so that you may be a better analyst and practitioner in the fields of policy analysis, development planning, and/or advocacy campaigns. Additionally, through a sustained application of rigorous theory to specific cases the expectation is that you will be better prepared to work across the theory/practice divide within specific situations.

Requirements and Grading:

Participation (20% of Grade): There are three components to participation. 1) Because this is a seminar, its success depends on the quality of our conversations so you must do the readings and participate in class discussions. I’m not averse to calling on people, so if you don’t want to be put on the spot, jump in without prompting. Additionally, you cannot participate if you do not attend. Missing more than two class periods could lead to your being withdrawn from the course. 2) You will open and lead discussion for one session during the semester. 3) You must schedule at least two meetings with me during the semester. One will be to discuss your plan for leading discussion. The other will be to discuss your paper(s), the course, specific readings, how any of this relates to your future, whatever you want to make of it. You may of course meet with me more than twice.

Case Study (80%): You will write four papers through which you will build a case study of rural and regional planning. The first three papers will be first drafts that will be revised and incorporated into your final paper. The overall goal is to contextualize your case within the broader sweep of history but also situate it within the conceptual frameworks afforded by the literature we discuss in this course and that you have encountered in

other courses or in your own reading. Your project will be to get to know the history, culture, and economy of the region; examine the processes of socio-economic change that have taken place; analyze the planning to which it has been subjected; and reflect on what the future portends.

- 1. Regional History (10%):** Prepare a paper of **NO MORE** than 1250 words in length (excluding bibliography) which presents an historical profile of your region. First, provide a rationale for why your region is a region. Provide a map that clearly illustrates the geographic extent of your region as well as any key characteristics that define it as a region. Then build your profile through consideration of issues such as colonization, composition of the population, physical geography, ecology, and cultural patterns. Outline the general structure or content of the economy. The goal is to get to know the region in general. You must use the course materials for weeks 1-3 in your paper though you are expected to reference additional materials. Use course materials for both theoretical contributions and for comparisons to illustrate your case. **Due February 22**

- 2. Planning and People (10%):** Prepare a paper of no more than 1250 words in length (excluding bibliography).
 - 1) Discuss the current economy of the region in greater detail. Examine current economic relations of the region with the broader regions, nations, hemisphere and/or globe within which it is embedded.
 - 2) Present and analyze the key development policies and/or planning agencies that are currently orienting the regional economy. Describe and critique the theory or vision embedded in these discourses of what 'development' is supposed to mean for the region.
 - 3) Present and analyze the ways in which the population in the region has been characterized within planning discourse and development processes. Discuss the role that persons have been expected to fulfill (e.g., producer, consumer, citizen, ethnic, labor, woman, etc.) and consider if/how this has changed over time. You must use course materials from weeks 1-7 in your paper though you are expected to reference additional materials. Use course materials for both theoretical contributions and for comparisons to illustrate your case. **Due March 22**

- 3. Citizens and Planning (10%):** Prepare a paper of no more than 1250 words in length (excluding bibliography). In the third section of the course we will be examining citizen mobilizations in the face of states, capital and development planning. For your third paper examine citizen mobilization in your region. Use the histories and policies you examined in your first two papers as a guide for limiting your focus to key categories of citizenship and citizen action. In what ways have citizens demanded and/or resisted 'development'? What narratives have they offered to characterize the problems in their region? Are these in agreement with, or alternatives to, the dominant discourse? What solutions have they offered and/or implemented? How has their sense of themselves as a people changed over time? Does a sense of identity affect how they approach politics and planning? You must use course materials from weeks 1-11 in your paper though you are expected to reference additional materials. Use course materials for both theoretical contributions and for comparisons to illustrate your case. **Due April 26**

- 4. Assessment/Final Paper (50%): Due May 16**

The final paper will be no more than 5000 words in length excluding bibliography. It will have two components.

 - i. Your previous three papers will be returned to you with feedback and they must be revised and integrated. The History must inform discussion of Planning and People/Citizens. The ways in which Planning and People/Citizens have created, or recreated, historical, social and cultural relations must be part of the History you present. This integrated case study presentation should take up roughly 3000 words.
 - ii. Based on your case study, reflect on and assess rural and regional development in the world today. What does your case say about the concept of regional development? Has or can your region set itself

on a path of sustainable endogenous development or is it and will it remain a peripheral and/or dependent region in the global capitalist economy? Why? In addition to using specific examples from your case to illustrate your arguments you must engage with course materials both to advance theoretical arguments and make comparative illustrations. The assessment should be roughly 2000 words.

Note:

- a. Each paper must have a clearly stated thesis, must have a conclusion, and must be formatted as if it were a stand alone piece of work. However, given their iterative character, papers may anticipate future and/or reference prior papers.
- b. All papers must use ASA or Chicago citation style.
- c. All assignments must be turned in electronically on their due date. For every 24 hours a paper is late 20% will be deducted from its grade.

Grading criteria for all assignments:

Criterion	Approximate Weight (%)
<i>Formatting:</i> appropriate and consistent use of headings; consistent and thorough citation; complete and properly formatted bibliography; properly captioned figures, tables and/graphs	10
<i>Quality of prose:</i> clear, grammatical sentences; correct use of terms and concepts; clear and compelling use of examples, illustrations, images and/or numerical data	35
<i>Breadth of research:</i> incisive use of an extensive academic, institutional and/or cultural literature; identification and use of appropriate data sources; identification and use of comparative cases. However, all essays must also reference readings from the course, i.e., outside reading must not be done in lieu of course reading, but in addition to it.	40
<i>Creativity:</i> drawing of interesting and unusual, but apposite, associations or comparisons; nuanced interpretation of facts, events, theories, policies, etc.	15

Readings:

There is only one book for the course: Judith Adler Hellman, The World of Mexican Migrants, The New Press, 2008 which is available through Amazon and other retailers. All other readings will be available as PDFs.

Rural and Regional Planning

- 1. January 30: The Idea of Planning
 - a. [Soja, E. W., 2009. "Regional Planning and Development Theories."](#) International Encyclopedia of Human Geography. Ed. Rob Kitchin and Nigel Thrift. Vol. 9. Elsevier, 259-270.
- 2. February 6: Rural Planning
 - a. [Lapping, Mark, 2005. "Rural Policy and Planning"](#). Rural Development Paper #31, The Northeast Regional Center for Rural Development, Pennsylvania State University
 - b. [Zoomers, Annelies, 2002. "Development Policy in Latin America: The Future of the Countryside."](#) Social Scientist, 30(11/12), pp. 61-84
 - c. [Valler, Dave and Andrew Wood, 2010. "Conceptualizing Local and Regional Economic Development in the USA."](#) Regional Studies, Vol. 44.2, pp. 139–151
- 3. February 13: Ruralities
 - a. [Lichter, Daniel T. and David L. Brown, 2011. "Rural America in an Urban Society: Changing Spatial](#)

- [and Social Boundaries.](#)" Annual Review of Sociology, 37, pp. 565–592
- b. [Kay, Cristobal, 2008. "Reflections on Latin American Rural Studies in the Neoliberal Globalization Period: A New Rurality?"](#) Development and Change 39(6), pp. 915–943
 - c. [Halfacree, K., 2007. "Trial by space for a 'radical rural': Introducing alternative localities, representations and lives."](#) Journal of Rural Studies, 23(2), 125-141.

States, Plans and Peoples

4. [February 20: Constructing Appalachia](#)
 - a. [Weller, Jack, 1965. Yesterday's People: Life In Contemporary Appalachia,](#) University of Kentucky Press, pp. 1-8
 - b. [Isserman, Andrew and Terance Rephann, 1995. "The Economic Effects of the Appalachian Regional Commission: An Empirical Assessment of 26 Years of Regional Development Planning."](#) Journal of the American Planning Association 61(3) pp. 345-364
 - c. [Austin, K., & Clark, B. \(2012\). Tearing down mountains: Using spatial and metabolic analysis to investigate the socio-ecological contradictions of coal extraction in Appalachia.](#) Critical Sociology, 38(3), 437-457.
 - d. [Scott, Rebecca, 2010. Chapter 1 in Removing Mountains: Extracting Nature and Identity in the Appalachian Coal Fields,](#) Minneapolis: University of Minnesota Press
 - e. [Bates, A.A., 2008. "White Opium, Black Coal and the Appalachian Revolution."](#) Appalachian Heritage 36(2): 56-59
5. [February 27: Colombia's Coffee Republic](#)
 - a. [Parsons, James, 1949, Antioqueño Colonization in Western Colombia.](#) University of California Press, pp. 1-9
 - b. [Bentley, Jeffery W. and Peter S. Baker, 2000. "The Colombian Coffee Growers Federation: Organized, Successful Smallholder Farmers for 70 Years."](#) AgREN, Network Paper 100
 - c. [London, Christopher E. "Class relations and capitalist development: Subsumption in the Colombian coffee industry, 1928–92."](#) The Journal of Peasant Studies 24.4 (1997): 269-295.
 - d. [Wilson, Scott, 2001. "Coca Invades Colombia's Coffee Fields; Falling Prices Push Farmers to Plant Illegal Crops, Threatening U.S. Drug War."](#) The Washington Post, 30 Oct 2001: A.17.
 - e. [Rettberg, Angelika, 2010. "Global Markets, Local Conflict : Violence in the Colombian Coffee Region after the Breakdown of the International Coffee Agreement."](#) Latin American Perspectives 37(2) pp. 111-132
6. [March 6: Land and Labor in the Pacific Northwest](#)
 - a. [Gastil, Raymond D., 1975. Cultural Regions of the United States](#) Seattle: University of Washington Press, pp. 264-272
 - b. [Vogel, Eve, 2008. "Regional Power and the Power of the Region: Resisting Dam Removal in the Pacific Northwest."](#) In M. Goodman, M. Boykoff, and K. Evered, eds., [Contentious Geographies.](#) London: Ashgate. Pp. 165-186
 - c. [Jarosz, L, and J Qazi. 2000. "The Geography of Washington's World Apple: Global Expressions in a Local Landscape."](#) Journal of Rural Studies. 16(1): 1-11
 - d. [Lawson, Victoria, L. Jarosz and A. Bond, 2010. "Articulations of Place, Poverty, and Race: Dumping Grounds and Unseen Grounds in the Rural American Northwest."](#) Annals of the Association of American Geographers, 100(3): 655- 677
7. [March 13: Extraction and Population Movement in Brazil's Amazon](#)
 - a. [Hammond, A.L., 1977. "Remote Sensing \(II\): Brazil Explores Its Amazon Wilderness."](#) Science 196 (April 1977): 513-515
 - b. [Roberts, J. Timmons and Nikki Demetria Thanos, 2003. Trouble in Paradise: Globalization and Environmental Crises in Latin America.](#) Pp. 129-163 New York : Routledge

- c. [Lorenzco, Jose, 2009. "Amazonia: Past Progress and Future Prospects."](#) In I. Sachs, J. Wilhelm, and P.S. Pinheiro, eds., [Brazil: A Century of Change](#). Chapel Hill: University of North Carolina Press. Pp. 253-270
- d. [Chase, Jacquelyn, 2010. "The Place of Pluriactivity in Brazil's Agrarian Reform Institutions."](#) [Journal of Rural Studies](#) 26:85–93

Citizens, Identities and Mobilizations

8. March 20: Appalachian Activism

- a. [Fisher, Steve, 2010. "Claiming Appalachia and the Questions that Go with It."](#) [Appalachian Journal](#) 38 (1): 615-618
- b. [Fisher, S. et al., 2006. "The Politics of Change in Appalachia"](#) in [A Handbook to Appalachia: An Introduction to the Region](#) G.T. Edwards , J.A. Asbury, and R.L. Cox , eds. Knoxville , Tennessee: The University of Tennessee Press. Pps. 85-100
- c. [Cable, Sherry, 1993. "From fussin' to organizing: individual and collective resistance at Yellow Creek"](#) in Stephen L. Fisher (ed.) [Fighting Back in Appalachia: Traditions of Resistance and Change](#). Philadelphia: Temple University Press. Pp. 69-83
- d. [Bartlett, Lesley and Jefferson Boyer, 2009. "Participation versus Mobilization: Cultural Styles of Political Action in an Appalachian County"](#) in [Participatory Development in Appalachia: Cultural Identity, Community and Sustainability](#). Knoxville: University of Tennessee. Pp. 115-139

March 27: Spring Break

9. April 3: Remaking Cafeteros in Colombia

- a. [Hough , Phillip A. and Jennifer Bair, 2012. "Dispossession, Class Formation and the Political Imaginary of Colombia's Coffee Producers over the Longue Durée: Beyond the Polanyian Analytic."](#) [Journal of World Systems Research](#) XVIII (1): 30-49
- b. [Forero Álvarez, Jaime, 2010. "Colombian Family Farmers' Adaptations to New Conditions in the World Coffee Market."](#) [Latin American Perspectives](#) 37(2): 93-110.
- c. [London, C. E. \(2002\). From Subordinates to Citizens: Development, Democracy and Theory in Rural Colombia](#) (Doctoral dissertation, Cornell University). Chapters 6 and 7.
- d. [Cuellar-Gomez, Olga Lucia, 2009. "Gender and Agricultural Sustainability: Case Study of Colombian Coffee."](#) [International Journal of Innovation and Sustainable Development](#) 4(2/3): 216-225

10. April 10: Ethnicity, Class and Labor Organizing in the Pacific Northwest

- a. [Compean, Mario, 2005. "Mexican American and Dust Bowl Farmworkers in the Yakima Valley: A History of the Crewport Farm Labor Camp, 1940-1970"](#), in [Memory, Community and Activism: Mexican Migration and Labor in the Pacific Northwest](#). Jerry Garcia and Gilberto Garcia (eds.). Michigan: MSU Press, pp. 153-172
- b. [Nelson, Lise, 2008. "Racialized landscapes: whiteness and the struggle over farmworker housing in Woodburn, Oregon."](#) [Cultural Geographies](#) 15: 41-62
- c. [Cuevas, Maria, 2008. "'As Close to God as One Can Get' Rosalinda Guillen, A Mexicana Farmworker Organizer in Washington State"](#), in [Memory, Community and Activism: Mexican Migration and Labor in the Pacific Northwest](#). Jerry Garcia and Gilberto Garcia (eds.). Michigan: MSU Press, pp. 277-307
- d. [Zamudio, Margaret, Aragón, Cecilia, et al., 2009. "Immigrant Rights Protest in the 'Rural West.'"](#) [Latino Studies](#) 7: 105-111

11. April 17: Amazonian Lands, Identities and Citizens

- a. [Vadjunec, Jacqueline M., Schmink, Marianne and Alyson L. Greiner, 2011. "New Amazonian Geographies: Emerging Identities and Landscapes."](#) [Journal of Cultural Geography](#) 28(1): 1-20
- b. [Bolaños, Omaira, 2011. "Redefining Identities, Redefining Landscapes: Indigenous Identity and Land](#)

- [Rights Struggle in the Brazilian Amazon.](#)” Journal of Cultural Geography 28(1): 45-72
- c. [Vadjunec, Jacqueline M., Schmink, Marianne and Carlos Valeiro A. Gomes, 2011. “Rubber Tapper Citizens: Emerging Places, Policies and Shifting Rural-Urban Identities in Acre, Brazil.”](#) Journal of Cultural Geography 28(1): 73-98
 - d. [Hecht, Susanna B. 2011. “The New Amazon Geographies: Insurgent Citizenship, “Amazon Nation” and the Politics of Environmentalisms.”](#) Journal of Cultural Geography 28(1): 203-223

Hemispheric Transnationality

12. April 24 The Unequal Americas

- a. [Kent, R. B., and K. A. Butler. "Americas."](#) International Encyclopedia of Human Geography. Ed. Rob Kitchin and Nigel Thrift. Vol. 1. Amsterdam: Elsevier, 2009. 99-107.
- b. [Phillips, N. 2009. “Migration as a Development Strategy? The New Political Economy of Dispossession and Inequality in the Americas.”](#) Review of International Political Economy, 16(2): 231-59
- c. [Muñoz, P. et al., 2011. “On the North-South Trade in the Americas and Its Ecological Asymmetries.”](#) Ecological Economics 70: 1981-1990
- d. Hellman, Judith Adler, 2008. [The World of Mexican Migrants](#). New York: The New Press. Introduction and Part I

13. May 1: Transnational Citizens

- a. [Huang, S. "Transnationality."](#) International Encyclopedia of Human Geography. Ed. Rob Kitchin and Nigel Thrift. Vol. 11. Amsterdam: Elsevier, 2009. 404-409.
- b. Hellman, Judith Adler, 2008. [The World of Mexican Migrants](#). New York: The New Press. Parts III and IV and Conclusions

14. May 8: Presentations

15. May 15: Presentations