



Syllabus

2410406: International Development Studies First Semester B.E. 2566

Mo 9:00am – 12:00pm

Instructor:

Dr. Bhanubhatra “Kaan” Jittiang (he/him/his)

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Note: All email subject lines should include the course title (IDS or Inter Dev). I usually answer your emails within 24 hours and will ***not*** respond to non-emergency emails on weekends. ***Please consult this syllabus and materials on MS Team before asking any questions regarding course procedures or grading.***

Purpose of the Course

2410406: International Development Studies is an elective course for the B.A. Program in Politics and Global Studies (PGS). It aims to engage students with fundamental readings in international development theories and introduce students to various international development issues ranging from global institutions in development to migration from the Indo-Pacific Archipelago to the Southern Cone of America.

This course is discussion-based. Students must critically engage with issues or topics through discussions, activities, and writing assignments. Each week, you will be reading between 50 to 100 pages. Most readings are popular texts in international development studies with varying levels of difficulty. Some may be about the country or region where you may have a little background. That is okay! You are encouraged to bring any questions about the readings to class and discuss them with your classmates, TA, and me.

Discussion Etiquette

The classroom should be a **comfortable** and **inclusive** environment that encourages the participation of everyone. With this goal in mind, we can agree and disagree about ideas and theories. That is the heart and soul of learning. However, we will not tolerate personal attacks,

blatant sexist, classist, racist, homophobic, or antagonistic language in the classroom. Be active and challenging throughout the class to stimulate our thinking, BUT do not insult each other! You are expected to keep the following rules in mind each time we meet this semester:

- **Respect classmates, TA, me (your professor), and yourself.** Avoid comments or language whose sole purpose is to provoke or disparage others. Do not use “insult words” of any kind!
- **Classrooms are a “correctness-free” space.** Everyone in the class is free to express opinions and ask questions without fear of criticism. You should feel comfortable expressing your views, even if you think that none of your classmates will agree. If someone says something that you find offensive, react to the comment (not the person) by asking them first to clarify what they said. Pose counterarguments to challenge the assertion with respect or explain why the remark was offensive to you.
- **Be willing to listen to and reflect upon opinions you disagree.** You should try to understand why someone believes in a certain way. Hold yourself open to the possibility that you might change your mind, too. Respect people even when you are sure they are wrong, and find ways to discuss what you believe is accurate. Please keep an open mind to my comments and those of your peers.
- **Recognize diversity** as a contribution to the discussion. We all have different personal histories, which vary by socioeconomic background, sexual orientation, gender, ethnicity, and ability/disability.
- **Pose questions** to your classmates. All of you are responsible for having good discussions. Do not merely look at and talk to me during group discussions. You need to engage your peers as much as possible.
- **Communicate with your TA and professor** after class, during office hours, in a written note, or over email when you feel uncomfortable or very strongly about an event or discussion relevant to the class.
- **Be engaged in discussions by preparing ahead and doing all classwork.** Class is much more fun when you come prepared and can contribute thoughtfully.

Materials

There are **no required textbooks** for this course. **All readings are available electronically on myCourseVille.** This is to ease the financial burden of higher education that most students face.

Grading Components

Your total grade is determined based on the followings:

1) Participation	20%
2) Quizzes (5% each for 4 times)	20%
3) Midterm Exam	30%
4) Final Exam	30%

Assessments

Participation (20%)

I do not take attendance. However, if you do not show up for any session, you will not have a participation grade. In the case of a medical emergency or sickness, please let me know as soon as possible.

Your regular and quality engagement is crucial for your learning and success in this class. You are required to demonstrate that you have been mindful of the course and readings. You can do this by engaging in-class discussions and helping each other to engage with the materials in smaller group discussions critically. To ensure an effective, enjoyable, inclusive, and engaging learning environment, students are expected to

Level of engagement (10%)

- Come prepared for class, having completed and critically reflected upon the readings, and bring needed materials to class;
- Offer ideas and/or ask questions more than once per session, but do not dominate the discussion;
- Actively and respectfully listen when others talk;
- Arrive to class on time, pay attention, stay on task, and avoid behavior that disrupts the learning environment (such as using electronics for anything other than taking class notes, having side conversations, interrupting others, etc.).

Quality of contributions (10%)

- Raise thoughtful questions and make insightful comments that enhance discussion;
- Incorporate relevant concepts from readings and lectures in comments;
- Build on the ideas of others in the class;
- Expand the class' perspective;
- Make appropriate critiques or challenges while respecting others' opinions, values, and identities—even if you disagree with them.

However, I recognize that due to background and personality, students have different abilities and levels of comfort; some of you may be more vocal than others. You will not be penalized simply for being a quiet person. However, I encourage you to make an effort to contribute thoughtful, relevant comments at each section meeting.

To resolve such a situation, I would ask everyone to submit *session reactions*. Please turn in 3-5 sentences to me at the end of each session. You will be required to write session reactions each time we meet this semester. Session reactions are to be recorded in a booklet given to you at the beginning of the semester. You are to retrieve them from me at the beginning and return them to me at the end of each section. Under no circumstance should you take your booklet with you when you leave the session for the day.

Quizzes (20%)

There will be **four quizzes** throughout the semester. Each quiz will take place at any time of the class and be counted 5% towards your final grade. I will not tell you beforehand in which session a quiz will happen. Thus, you should always be prepared for the quiz regardless of whether it will occur. All quizzes will be in an open-book format, and you have 30 minutes to

answer eight short questions, which are written based on assigned readings for the week. The quizzes do not aim to simply test your knowledge of the readings but are to examine whether you have done the reading for the session.

Midterm Exam (30%) and Final Exam (30%)

You will have 3 hours to complete an in-class midterm and final exam. You will be choosing 5 out of 9 questions in your answer. The exam tests your understanding of the material from readings and discussions. You will not be expected to recite obscure facts but rather demonstrate your knowledge of how concepts and theories operate in the contexts of the readings and real-world scenarios. You are encouraged to form study groups to review the materials before the exam. **For each question, you can only write your answers no longer than one page on the exam booklet.**

To grade your exams, I focus on three major components:

- 1) Completeness (25%) (How complete are your answers for each question?)
- 2) Analysis (50%) (Do you have any arguments? To what extent have you drawn from class materials to answer your questions?)
- 3) Writing (25%) (How is the overall writing of the answer? Is it cohesive and forceful in responding to questions?)

Grading

I expect students to *earn* their grades. If you are having difficulty in this course, please see your TA or me sooner rather than later. The sooner you see us, the better the chance we can devise a plan to improve your situation. We are happy to work with you to devise a plan for improving your performance. **However, coming to see us does not guarantee that you will receive an A or even a B+. Your grade will depend on your efforts and consistency.**

Grading Scale		Criteria for Grading Work
80 – 100%	A	<i>Excellent.</i> Student exhibits very high quality, sophisticated analysis, and thorough understanding of class materials. Performance goes well beyond the requirements and shows mastery of knowledge of international development studies.
76 – 79.99%	B+	<i>Very good.</i> Student exhibits above-average quality, analysis, and understanding of class materials. Performance meets the requirements and shows the proficiency of knowledge of international development studies.
70 – 75.99%	B	<i>Average/Satisfactory.</i> Student meets all requirements, correctly and satisfactorily. Performance shows average knowledge of international development studies.
66 – 69.99%	C+	<i>Below average/Unsatisfactory.</i> Student fulfills all or most requirements, in an unsatisfactory manner. Performance shows below- average proficiency of knowledge of international development studies.
60 – 65.99%	C	<i>Deficient.</i> Student fulfills some of the requirements or meets most requirements in a deficient manner. Performance shows insufficient knowledge of international development studies.

56 – 59.99%	D+	<i>Very deficient.</i> Student fulfills a few of the requirements or meets some requirements in a largely deficient manner. Performance shows very insufficient knowledge of international development studies.
50 – 55.99%	D	<i>Extremely deficient.</i> Student fulfills a few of the requirements or meets some requirements in an extremely deficient manner. Performance shows extremely insufficient knowledge of international development studies.
0 – 49.99%	F	<i>Fail.</i> Student cannot fulfill any requirements of the class and fail to demonstrate any knowledge of international development studies.

Re-grading Policy

After receiving your assignment and other graded components, wait at least 24 hours before reaching out to me to let emotions cool down and give you time to:

- 1) Carefully review the assignment/exam instructions and re-read your submission
- 2) Compare the points you earned to the relevant grading rubric (pay attention to the point distribution for each section, not just your overall grade)
- 3) Carefully read the written comments on your assignment/exam.

After at least 24 hours have passed, and after you have done your due diligence by completing the steps above:

- 1) If you have clarification questions about concepts and/or want to discuss strategies for how to do better next time (but are not seeking a change to your grade), arrange an appointment to see me or your TA.
- 2) If you have clarification questions about the points you earned (but are not seeking a change to your grade), meet with me and come prepared with specific questions (not merely, “Why did I receive this grade?”—which is answered by your personalized rubric).
- 3) If you wish for your assignment to be re-graded, you must make a strong case for why I should consider re-grading your assignment. Please note that “I believe I deserve a higher grade” or “I worked hard on this” are not strong reasons why your assignment should be re-graded. For your case to be considered, you must point to specific questions or sections of the assignment in which you lost points and explain why those deductions were not warranted. **If I decide to re-grade your assignment, I will re-grade the *entire* assignment and may involve other faculty members in the program, and your grade may go up or down.**

Plagiarism and Academic Misconduct

Please pay careful attention to this section. Often, students do not realize they are plagiarizing or engaging in misconduct. The expectation is that you have written all the work you submit in this course during this semester by yourself. You may explore details of what would be considered plagiarism using this site: https://owl.purdue.edu/owl/avoiding_plagiarism/index.html

If I suspect plagiarism or other misconduct, I will investigate and follow university procedures. If you are found to have committed academic dishonesty, you will be subjected to disciplinary measures stated in Article 14 of the Chulalongkorn University’s regulations and announcements.

Contacting Me

On a more mundane note, I also expect you to be attentive to the rules outlined both in this syllabus. In my experience as a professor, some of my colleagues require their students to complete a syllabus quiz. I do not! However, I expect that even after we have reviewed the syllabus as a group, you will read the syllabus more closely. **When in doubt about something, please refer first to the syllabus.** If you are confused, something is unclear, or I have made a mistake, please send an email or talk to me or your TA. Quote the section of the syllabus that you find confusing.

In the same way, please pay attention to email correspondence for this course. I will send reminder explanations, etc., via email and myCourseVille. I hope that these will be helpful rather than a nuisance.

Please email me or talk to me after class to schedule an appointment during my office hours. I am happy to speak to you about any sources of confusion or challenges you might be having or delve deeper into some of the issues we will discuss in this course. A personal appointment is ideal for getting one-on-one attention and working out any problems you're having with the material from the texts or the discussion. I wish to meet each of you at least once this semester to get to know you and learn about your difficulty.

Please do not rely on email communication for questions that can be addressed in class or during a meeting. Feel free to email me short administrative questions or to set up meeting times. Avoid sending last-minute messages, as I may not be able to respond to them in time. Find a classmate to double-check assignments and deadlines to make sure you are on the same page.

Special Arrangements

If you require any special arrangements for attendance, assignments, testing, or other aspects of the course, please contact me before the end of the second week of the semester.

Other Resources

Health Service Center

The Health Service Center provides medical consultation and treatment for the University's faculty members, students, and employees. Visit <http://www.cuhc.chula.ac.th/> for more details.

Location: Chamchuri 9 Building

Student's Wellness Center

Chulalongkorn's Student Wellness provides mental health support for students and personnel. Counseling services are provided by professional psychologists and psychiatrists on a wide range of issues, including study-related problems, relationships, stress, anxiety and behavioral disorders. Please visit <https://chula.wellness.in.th/> for more details.

Location: Chamchuri 9 Building

Lastly, before emailing me about assignments or other course materials and requirements, PLEASE CHECK YOUR SYLLABUS! I will not respond to questions that have been addressed in the class or the syllabus.

Course Schedule

Session and Date	Topic
1 – August 7	Introduction: What Is Development? The Idea of “Development”
2 – August 14	<i>Public Holiday</i>
Module 1: Theoretical Development of International Development Studies	
3 – August 21	The Early Development of “Development”
4 – August 28	Latin American Challenges of the Development Ideas
5 – September 4	The World System Perspective of Development
6 – September 11	Understanding Developmental State
7 – September 18	Neoliberalism and Development
September 25: Midterm Exam	
8 – October 2	Development as Freedom and the Right-Based Approach
9 – October 9	“Sustainable” Development
Module 2: Sample Thematic Issues in International Development Studies	
10 – October 16	Global Institutions and Development
11 – October 23	<i>Public Holiday</i>
12 – October 30	Migration as a Development Issue
13 – November 6	Labors, Gender, and Development
14 – November 13	From Nike to Coffee: Commodity Chain as a Development Issue
15 – November 20	Social Movements and Development
November 27: Final Exam	

*This schedule is tentative. It can be changed. If changes occur, you will be notified in class, and via email or myCourseVille

How to Approach Readings

Completing the readings is crucial for your success in this class, but simply reading all of the words on the page will not guarantee that you understand the concepts, nor does it guarantee a particular grade in the course. Students tend to retain more information if they take notes on the readings (not just highlight/annotate them), especially when they summarize the author’s argument in their own words.

To further aid in comprehension, critically reflect on the readings by asking questions, such as:

1. What is/are the main argument(s) of what I am reading? Try to summarize this in 2-4 sentences.
2. What evidence does the author give to support the argument?
3. Is it convincing, and why or why not?
4. How does what I am reading relate to my life, my community, or current events?

I will assume that you have read and critically reflected on the material before the respective session. We will clarify challenging aspects of readings, but we will not spend time summarizing basic arguments in the texts. Instead, we will engage the concepts and arguments presented in the readings more profoundly, using them as building blocks for more advanced discussions about the material.

Assigned Readings (Please read in the suggested order)

Week 1 – A Brief History of Development and Development Studies

Required Readings:

Sumner, Andrew. 2022. “What Is Development Studies?.” *EADi Policy Paper*. Available at: https://www.eadi.org/fileadmin/user_upload/EADI/03_Publications/EADI_Policy_Paper/What_is_Development_Studies.pdf

Rist, Gilbert. 2002. “The Invention of Development.” Pp. 69–79 in *the History of Development: From Western Origins to Global Faith* by G. Rist. London: Zed Books.

****Note:** Please revisit these readings on your own after the class discussion.

Recommended Readings:

Cooper, Fred and Randall Packard. 1997. “Introduction.” In *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*, edited by F. Cooper and R. M. Packard. Berkeley, CA: University of California Press.

Ha Joon Chang. 2002. *Kicking Away the Ladder: Development Strategy in Historical Perspective*. London: Anthem.

McMichael, Philip. 2008. *Development and Social Change: A Global Perspective*. Los Angeles, CA: Pine Forge Press.

Week 2 – Public Holiday

Week 3 – The Early Development of “Development”

Required Readings:

Rostow, W. W. 1960. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press. **[Read Chapter 1 and 2]**

Recommended Readings:

Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven, CT: Yale University Press.

Lipset, Seymour Martin. 1959. *Political Man. The Social Bases of Politics*. Baltimore, MD: John Hopkins University Press. [Especially Chapter 2]

Parsons, Talcott. 1966. *Societies: Evolutionary and Comparative Perspectives*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Week 4 – Latin American Challenges of the Development Ideas

Required Readings:

Cardoso, Fernando Henrique. 1972. “Dependency and Development in Latin America.” *New Left Review* 74: 83–95.

Frank, Andre Gunder. 1966. “The Development of Underdevelopment.” *Monthly Review* 18(4): 17–31.

Recommended Readings:

Cardoso, Fernando Henrique, and Enzo Faletto. 1971. *Dependency and Development in Latin America*. Berkeley, CA: University of California Press.

Evans, Peter. 1979. *Dependent Development: The Alliance of Multinational, State and Local Capital in Brazil*. Princeton, NJ: Princeton University Press.

Week 5 – The World System Perspective of Development

Required Readings:

Wallerstein Immanuel. 2015 [2004]. “The Modern World-System as a Capitalist World-Economy.” Pp. 23-30 in *The Globalization Reader*, edited by F. J. Lechner and J. Boli. Fifth Edition. Hoboken, NJ: Wiley.

Stern, Steve. 1988. “Feudalism, Capitalism, and the World-System in Perspective of Latin America and the Caribbean.” *The American Historical Review* 93(4): 829–872.

****Note:** The readings for this week are perhaps the most challenging for this semester; however, I strongly encourage you to try to the best of your ability to go through the entire readings.

Recommended Readings:

Hopkins, Terrence and Immanuel Wallerstein. 1977. “Patterns of Development of the Modern World System.” *Review* 1(2): 111–145.

Wallerstein, Immanuel. 1976. “A World-System Perspective on the Social Sciences.” *British Journal of Sociology* 27(3): 343-52.

Wallerstein, Immanuel. 1979. *The Capitalist World-Economy: Essays*. Cambridge: Cambridge University Press.

Week 6 – Understanding Developmental State

Required Readings:

Onis, Ziya. 1991. “The Logic of the Developmental State.” *Comparative Politic* 24(1):109-126.

Block, Fred. 2008. “Swimming Against the Current: The Rise of a Hidden Developmental State in the United States.” *Politics & Society* 36:169–206.

Recommended Readings:

Evans, Peter. 1995. *Embedded Autonomy: States and Industrial Transformation*. Princeton, NJ: Princeton University Press.

Johnson, Chalmers. 2002. “The Developmental State: Odyssey of a Concept.” In *The Developmental State* edited by M. Woo-Cumings. Ithaca, NY: Cornell University Press.

O’Riain, Sean. 2000. “The Flexible Developmental State: Globalization, Information Technology, and the “Celtic Tiger”.” *Politics & Society* 28:157-193.

Week 7 – Neoliberalism and Development

Required Readings:

Harvey, David. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University Press.
[Read Chapter 1, **AND** Chapter 4 **or** 5]

Recommended Readings:

Babb, Sarah. 2004. *Managing Mexico: Economists from Nationalism to Neoliberalism*. Princeton, NJ: Princeton University Press.

Saad-Filho, Alfredo, and Galip L. Yalman. (Eds.). 2013. *Economic Transitions to Neoliberalism in Middle-Income Countries: Policy Dilemmas, Economic Crises, Forms of Resistance*. London: Routledge

Week 8 – Development as Freedom and the Right-Based Approach

Required Readings:

Sen, Amartya. 1999. *Development as Freedom*. New York, NY: Knopf. **[Read Introduction AND Chapters 1]**

Uvin, Peter. 2007. “From the Rights to Development to the Right-Based Approach: How Human Rights Entered Development.” *Development in Practice* 17 (4/5): 597-606.

Recommended Readings:

Huang, Yasheng. 2008. *Capitalism with Chinese Characteristics: Entrepreneurship and the State*. Cambridge: Cambridge University Press.

Hopewell, Kristen. 2016. *Breaking the WTO: How Emerging Powers Disrupted the Neoliberal Project*. Stanford, CA: Stanford University Press.

Week 9 – “Sustainable” Development

Required Readings:

Hopwood, Bill, Mary Mellor, Geoff O’Brien. 2005. “Sustainable Development: Mapping Different Approaches.” *Sustainable Development* 13(1): 38-52.

<https://doi.org/10.1002/sd.244>

Swidler, Ann, and Susan Cotts Watkins. 2009. “‘Teach a Man to Fish’: The Sustainability Doctrine and Its Social Consequences.” *World Development* 37(7): 1182 – 1196.

<https://doi.org/10.1016/j.worlddev.2008.11.002>

Recommended Readings:

Langhelle, Oulf. 1999. “Sustainable Development: Exploring the Ethics of Our Common Future.” *International Political Science Review* 20(2): 129-149

United Nations. 2013. “A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development.” *The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda*. New York, NY: United Nations. Available at:

<https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=893&menu=1561>

United Nations. 2015. *Transforming our World: The 2030 Agenda for Sustainable Development*. New York, NY: United Nations. Available at

<https://sdgs.un.org/publications/transforming-our-world-2030-agenda-sustainable-development-17981>

Week 10 – Global Institutions and Development

Required Readings:

Babb, Sarah. 2003. “The IMF in Sociological Perspective: A Tale of Organizational Slippage.” *Studies in Comparative International Development* 38(2): 3–27.

Goldman, Michael. 2005. *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven, CT: Yale University Press. **[Read Chapter 1 and 4]**

Recommended Readings:

- Conti, Joseph A. 2010. *Law and Democracy*. Stanford, CA: Stanford University Press.
- Ferguson, James. 1994. *The Anti-politics Machine, Development Depoliticization and Bureaucratization in Lesotho*. Minneapolis, MN: University of Minnesota Press.

Week 11 – Public Holiday***Week 12 – Migration as a Development Issue*****Required Readings:**

- Rodriguez, Robyn Magalit. 2010. *Migrants for Export: How the Philippine State Brokers Labor to the World*. Minneapolis, MN: University of Minnesota Press. [**Read Chapter 2 and 3**]
- Betts, Alexander, and Paul Collier. 2016. *Refuge: Rethinking Refugee Policy in a Changing World*. Oxford: Oxford University Press. [**Read Introduction and Chapter 6**]

Recommended Readings:

- Parrenas, Rhacel. 2008. *The Force of Domesticity: Filipina Migrants and Globalization*. Second Edition. New York, NY: NYU Press.
- Betts, Alexander. 2013. *Survival Migration: Failed Governance and the Crisis of Displacement*. Ithaca, NY: Cornell University Press.

Week 13 – Labors, Gender, and Development**Required Readings:**

- Collins, Jane L. 2003. “Threads: Gender, Labor, and Power in the Global Apparel Industry.” Chicago, IL: University of Chicago Press. [**Read Chapter 1 and 2**]
- Parrenas, Rhacel. 2015. *Servants of Globalization: Migration and Domestic Work*. Second Edition. Stanford, CA: Stanford University Press. [**Read Chapter 1 and 2**]

Recommended Readings:

- Burawoy, Michael. 1982. “The Hidden Abode of Underdevelopment: Labor Process and the State in Zambia.” *Politics and Society* 11(2): 123-66.
- McKay, Steve. 2006. *Satanic Mills or Silicon Islands? The Politics of High-Tech Production in the Philippines*. Ithaca, NY: ILR Press.
- Plankey-Videla, Nancy. 2012. *We Are in This Dance Together: Gender, Power, and Globalization at a Mexican Garment Firm*. New Brunswick, NJ: Rutgers University Press.

Week 14 – From Nike to Coffee: Commodity Chain as a Development Issue**Required Readings:**

- Korzeniewicz, Miguel. 1994. “Commodity Chains and Marketing Strategies: Nike and the Global Footwear Industry.” Pp. 247 – 266 in *Commodity Chains and Global Capitalism* edited by G. Gereffi and M. Korzeniewicz. New York, NY: Praeger.
- Talbot, John M. 2004. *Grounds for Agreement: The Political Economy of the Coffee Commodity Chain*. New York, NY: Rowman & Littlefield Publishers.
[**Read Introduction, Chapter 3 or 5**]

Recommended Readings:

- Bair, Jennifer. 2005. “Global Capitalism and Commodity Chains: Looking Back, Going Forward.” *Competition & Change* 9(2): 153–180.
- Bair, Jennifer. 2009. “Global Commodity Chains: Genealogy and Review.” In *Frontiers of Commodity Chain Research*, edited by J. Bair. Stanford: Stanford University Press.
- Gary Gereffi and Miguel Korzeniewicz. (Eds.). 1994. *Commodity Chains and Global Capitalism*. London: Praeger.

Week 15 – Social Movements and Development**Required Readings:**

- Khagram, Sanjeev. 2004. *Dams and Development: Transnational Struggles for Water and Power*. Ithaca & London: Cornell University Press. **[Read Chapter 1 and 4]**
- Seidman, Gay. 2007. *Beyond the Boycott: Labor Rights, Human Rights, and Transnational Activism*. New York: Russell Sage Foundation. **[Read Chapter 1 AND Chapter 3 or 4 or 5]**

Recommended Readings:

- Sikkink, Katherine and Margaret Keck. 1999. *Activist Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press.
- Smith, Jackie. 2005. “Globalization and Transnational Social Movement Organizations.” pp. 226-248 in *Social Movements and Organizational Theory*, edited by G. Daus, D. McAdam, W. Richard Scott, and M. Zald. New York: Cambridge University Press.
- Tsing, Anna L. 2005. *Friction: An Ethnography of Global Connections*. Princeton: Princeton University Press.
