

Approaches to Development

Syllabus

Monday and Wednesday: 1:50 p.m. – 3:35 p.m.
September 16 – November 25
Fall Term 2019

Weitz Center for Creativity, Room 133

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“The cruelest insult, on the contrary, which can be offered to the unfortunate, is to appear to make light of their calamities. To seem not to be affected with the joy of our companions is but want of politeness; but not to wear a serious countenance when they tell us their afflictions, is real and gross inhumanity.”

Adam Smith, *Theory of Moral Sentiment*, p. 10, [1759] 1790.

“If laws alone could make a nation happy, ours would be the happiest nation upon earth: idleness and vice could not exist; poverty would be unknown; we should be like prosperous hive of bees; all would have enough and none too much. The reverse of this we find to be the case: poverty and vice prevail, and the most vicious have access to the common stock.”

Joseph Townsend, *A Dissertation on the Poor Laws*, 1786.

Course Goals

How did we end up living as consumers in market society and thinking like citizens in state-governed political orders? What are the differences between traditional farmers' markets and conventional grocery stores such as Cub Food or Family Fare? Which one do you consider a phenomenon of development and why? Why and how is community-supported agriculture different from industrial agriculture? What do conventional jargons such as “third world,” “first world,” “global south,” “global north,” “developed,” “developing,” and “under-developed” countries mean to you? What is neoliberal economic theory and what is neoliberalism? Why do global institutions such as the World Bank and International Monetary Fund embrace it? What

do you think it means when you hear or say “free market”? Is poverty a product of culture? How does poverty shape freedom? Do poor people care less about freedom? How does freedom relate to progress of civilization? How can poverty be eradicated? These are some of the questions that serve as a source of motivation for this seminar on diverse approaches to development.

This seminar will raise questions that unravel enduring market-society relations and tensions to study cases and evidence that help us understand the notion of development in diverse societies around the world. On the one hand, some scholars and practitioners declare that we live in a market civilization where market exchange of goods and services dictate human behaviors and activities. On the other hand, some argue that social relations and human associations ingrained in enduring traditions, cultures, and histories dictate human activities including market exchanges. We live in a very exciting time, intellectually speaking, of the second wave of “The Great Transformation” since Karl Polanyi’s explanation of the political and economic origins of our time. Both State and Market are undergoing enormous transformation amplified by ongoing global economic stresses, technological advances, global environmental change, and climate change issues. This contextual background serves as a conceptual landscape for the intellectual journey of this seminar to explore diverse approaches to development, properly understood.

The meaning of “development” has been contested across multiple disciplines and domains of societies. The disciplines of economics, political science, public policy, law, sociology, environmental studies, and anthropology all come to the forefront of studying how societies develop over time. In archeological terms, the development and continual existence of past civilizations has been at the core of the discourse among archeologists and deep historians who study factors leading to the rise and fall of civilizations. Can we reconcile the meaning of development in economic terms with the meaning of development in cultural, ecological, political, religious, social and spiritual terms? How can we measure quantitatively and qualitatively the holistic meaning of development? What and how do the UNDP Human Development Indexes and the World Development Reports measure to assess development of different countries? What are the exemplary cases from local to global scale that illustrate development? How are individual choices and patterns of livelihood activities linked to communal, societal, and civilizational development trends? These overarching questions frame the learning mission of this seminar.

This seminar is designed to enable students to: (1) gain knowledge about theoretical underpinnings of political-economic theories that explain origins of political economic orders; (2) understand the concepts and challenges of quantifying development; (3) undertake a research paper on a self-selected topic to apply theories, concepts, and methods learned from the course. To execute these goals, the seminar will be guided by the following course outline.

Course Outline

- Week 1: Ontological Foundations
- Week 2: Epistemic Orientations
- Week 3: Appraisal of Capitalism and State-centric World Orders
- Week 4: Public Choice and Constitutional Choice

- Week 5: Realities and Dynamics of Poverty
- Week 6: Freedom and Development
- Week 7: Knowledge and Development
- Week 8: Ecologicalization of Capitalism and States
- Week 9: Your Approach to Development
- Week 10: Mini-Conference

Required Texts:

Paul Collier, *Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, 2007.

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

Elinor Ostrom, *Understanding Institutional Diversity*, Princeton University Press, 2005.

Karl Polanyi, *The Great Transformation*, Beacon Press, 1944.

Beverly Schwartz, *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*, Jossey-Bass - a Wiley Imprint, 2012.

Amartya Sen, *Development as Freedom*, Anchor Book, 1999.

In addition to reading some chapters of these texts, there will be e-reserve readings available at the Gould Library and Course folder in Carleton network drive. I will also use visual materials such as movies and documentary videos that will serve illustration to the theories, concepts, and puzzles we struggle with in this course.

Assignments, Expectations, and Grade

There are five components of course assignments. These five components will be used to evaluate your performance in this course. The points for each assignment are in parentheses. The assignments are:

- (1) Active Reading and Class Participation (20):** Your participation in this class begins with reading the assigned materials *before* the class for which readings are assigned. Raising questions, reflecting on interactive lectures and your colleagues' discussion in class are all counted as participation. This course will be conducted mostly in interactive seminar style.

There will also be group-led and group-based discussion sessions. What this means is that you will have many opportunities to participate. For group-led discussion sessions, you will sign up for two class periods to lead class discussion.

- (2) **Discussion Leaders (10):** Students will sign up to lead class discussion. There will be two students leading class discussion beginning on September 18. **These two students are required to submit their questions and reflection on the readings to the class by 8:00a.m. on the day we will discuss the readings.** Please send it to a2d-carleton@googlegroups.com For group-based discussion sessions, I will assign specific problems related to the readings to each group during the class. After discussion within each group in class, groups will be responsible for reporting to the entire class and generating discussion. Each student will pick three classes to lead for the term.
- (3) **Review of a Documentary Video (10):** Student will select one documentary video out of three: *Our Daily Bread*, *Friends at the Bank*, and *A Powerful Noise*. Each of these videos contains quantitative and qualitative arguments about social change and development using language, images, cultures, and institutional diversity. These arguments are weaved into motion pictures and human expression in words, gestures, and actions to provide some sense of human progress OR decline as a theme of the documentary. The central task for students is to identify the main argument of the documentary. Then identify key supporting qualitative and quantitative evidences in the documentary and analyze how the evidences compose a central theme of the documentary that shed light on societal understanding of human progress. Your review will be evaluated by: (1) your identification of key qualitative and quantitative argument of the documentary; (2) your analysis of how these key qualitative and quantitative arguments frame the central argument of the documentary; (3) your organization of review essay and control of language and errors; (4) personal critical and creative thinking and reflection; and (5) your application of concepts from readings and class discussion as appropriate. Appendix A is grading rubric I will apply in evaluating your essay. **The essay is due at 5p.m. on the day before the movie is to be discussed in class.** In that sense, you will have to watch the movie before showing date and submit the review on the day it is scheduled to be shown. Documentary videos are also reserved at the library for you to watch at any time at your convenience.
- (4) **A Research Paper (40):** Each student is required to write a research paper on a self-selected topic or a topic chosen from suggested list. This research paper can be an in-depth single case study paper or a theory-testing paper (testing a hypothesis quantitatively) applying theories and concepts we learned from the readings and discussion in class. While quantitative testing is optional in your theory building paper, quantitative critical thinking and reasoning must be incorporated in your paper. There are four graded processes in writing this research paper. Students will write (1) a two-page statement of topic proposal; (2) the outline of the paper with a list of preliminary references (3) the final draft of paper; and (4) final paper. Your topic proposal is **due on September 27**. The outline and preliminary research exercise of the paper is **due on October 11**. The first draft of paper is **due on October 26** (10 points so far). The final draft of the paper is **due on November 10** (15 points). The final polished version of the paper is due on **November 25** (15 points). 5 points of the grade for the paper is assigned to quantitative reasoning component of the paper. I will

provide more details about each process and expectation for each process in the assignment guideline to be distributed on September 23.

(5) A Mini-Conference Presentation and Peer Review (20): At the end of the term, beginning on November 18, we will hold Mini-Conference where each student will be assigned to present a colleague's paper. The presentation should include both concise summary and the appraisal of the paper. **Attendance during the Mini-Conference is mandatory.** Each student will have 15 minutes to present the entire research paper of a colleague and thus this requires your skill to present in the most succinct and effective way. **All presenters must submit PowerPoint slides or presentation notes to me by email before presentation in class.** After presentation, reviewers will write a peer-review of the paper (2-3 pages) for the author. The breakdown of the grade is 15 points for presentation and 5 points for peer-review.

NOTE: All written assignments should be double-spaced pages with 12 point Times New Roman font and with page numbers. Send them to tmyint@carleton.edu in pdf format. For the final version of your paper due on November 25, I need both e-copy and hard-printed copy.

Schedule of Assignments and Due Dates

- 9/16 - Sign up for discussion leaders
- 9/18 - Pick a movie for review and sign up for due date
- 9/23 - Distribute guideline for research paper
- 10/27 - Paper topic and research proposal due **(graded)**
- 10/11 - Advanced Outline of paper is due **(graded)**
- 10/26 - First draft of the paper due **(graded)**
- 11/10 - The final draft of research paper is due **(graded)**
- 11/18 - Mini-Conference Presentations continues **(graded)**
- 11//20 - Mini-Conference Presentations continues **(graded)**
- 11/25 - Final term paper is due **(graded)**

Note: 2 to 3 page peer review of your colleague's paper (see assignment #5) is due at noon on the next day after presentation at the Mini-Conference.

IMPORTANT: This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding worlds.

Course Conducts

- a. **Attendance:** Attendance is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is in your benefit to borrow notes from your classmate or ask your classmates to learn what you missed. If you wish, I will be available during office hours or by appointment to meet with you and go over what you missed while you were absent.
- b. **Plagiarism:** There is zero tolerance for plagiarism. A summary of the College's policy on plagiarism states: "*At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College.*" For more information on Carleton's policy on academic honesty, please consult http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359
- c. **Late assignments:** Assignments are due on the dates specified in this syllabus or in the assignment sheet. Late work **will receive half point reduction per late day.** If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.
- d. **Special needs:** If you require special accommodation due to a documented physical or medically classified different learning strategy, please come to see me during the first week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

IMPORTANT: The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. Carleton has numerous resources to help you excel in learning. If you do not know, do not be shy to ask. Make good use of resources on campus! I encourage you to use the Academic Support Center's writing assistance program even if you consider yourself the best writer in the world.

Schedule of the Course and Readings

WEEK 1: ONTOLOGICAL FOUNDATIONS

Essential Readings:

September 16: Introduction to the Course

This syllabus

NOTE: Special class time from 12:30 to 1:20 p.m.

September 18: Development Paths of Civilizations

Essential Readings:

Karl Polanyi, *The Great Transformation*, Beacon Press, 1944 (57) and 2001.

Chapter 3: Habitation versus Improvement, p. 35-44 (39-44)

Chapter 4: Societies and Economic Systems, p. 45-58 (all)

Chapter 5: Evolution of the Market System, p. 59-70 (all)

WEEK 2: EPISTEMIC ORIENTATIONS

Essential Readings:

September 23: Understanding Origins of Market and Society

Chapter 6: The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money, p. 71-80 (all)

Chapter 10: Political Economy and Discovery of Society

Chapter 11: Man, Nature, and Productive Organization

September 25: Capitalism and States

Douglas C. North, *Understanding The Process of Economic Change*, Princeton University Press, 2005.

Chapter 2: Uncertainty in Non-ergodic World, pp. 11-22.

Chapter 5: The Scaffolds Humans Erect, pp. 48-64.

Scott, James C. "Vernaculars Cross-Dressed as Universals: Globalization as North Atlantic Hegemony,"

<http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1229&context=macintl>

"Haiti: Politics of Rebuilding" by Avi Lewis, Al Jazeera. Watch the documentary online:

<http://www.youtube.com/watch?v=AuUt12usDVs>

September 26: MOVIE SCREENING at LIBE 305 at 7:30p.m.



***A Powerful Noise* (reserved at the library)**

WEEK 3: DEVELOPMENT AS FREEDOM

Essential Readings:

September 30: Understanding Institutional Diversity and Development

Elinor Ostrom, *Understanding Institutional Diversity*, Princeton University Press, 2005.

Chapter One: Understanding the Diversity of Structured Human Interactions
Chapter Four: Animating Institutional Analysis

Beverly Schwartz, *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*, Jossey-Bass - a Wiley Imprint, 2012.

Chapter 1: Power to the People
Chapter 3: From Servitude to Solution
Chapter 4: Lifting the Veil for Who Don't Exist

October 2: Globalization and Standardization Project of Capitalism and States

Amartya. K. Sen, *Development as Freedom*, Knoff, 1999.

Chapter 2: The Ends and Means of Development
Chapter 4: Poverty as Capability Deprivation

Beverly Schwartz, *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*, Jossey-Bass - a Wiley Imprint, 2012.

Chapter 5: Using Micro Consignment to Open a Door to Economic Inclusion
Chapter 6: Dialing Maize 411
Chapter 7: Stimulating Fiscal Vibrancy by Creating a New Economy
Chapter 12: Financial Freedom for Children

October 3: MOVIE SCREENING at LIBE 305 at 7:30 p.m.



***Our Friends at the Bank* (reserved at the library)**

WEEK 4: PUBLIC CHOICE AND CONSTITUTIONAL CHOICE

Essential Readings:

October 7: Challenges of Macro-Level Social Dilemmas

Paul Collier, *Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, 2007.

- Chapter 1: Falling Behind and Falling Apart: The Bottom Billion
- Chapter 2: The Conflict Trap
- Chapter 3: Natural Resource Trap
- Chapter 4: Landlocked with Bad Neighbors
- Chapter 5: Bad Governance in a Small Country

October 9: Approaches to Understand Structures of Human Orders

Lesson, Peter and Claudia R. Williamson, "Anarchy and Development: An Application of the Theory of Second Best," *Law and Development Review*, 2(1): 77-96, 2009.

Powell, Benjamin and Edward P. Stringham, "Public choice and the economic analysis of anarchy: a survey," *Public Choice*, (140): 503-538, 2009.

Beverly Schwartz, *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*, Jossey-Bass - a Wiley Imprint, 2012.

- Chapter 8: From Garbage to Gold
- Chapter 9: A Better Model of Capitalism
- Chapter 10: Shit Business Is Serious Business
- Chapter 13: Overcoming the Barriers between Us and Them
- Chapter 15: Crazy Becomes Normal

WEEK 5: REALITIES AND DYNAMICS OF POVERTY

Essential Readings:

October 14: Understanding the dynamics of poverty

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

- Chapter 2: Stories of the Poor, Stories by the Poor
- Chapter 3: Poverty Is a Condition, Not a Characteristic
- Chapter 4: I Believe I Can

Where does American dreams live? <http://nyti.ms/2cW3kci>

October 16: Defining development (for whom and by whom?)

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

Chapter 5: The Dream of Equal Opportunity

Chapter 7. The Unfulfilled Potential of Collective Action

Grow, Brian and Keith Epstein, “Poverty Business: Inside U.S. companies' audacious drive to extract more profits from the nation's working poor” *Business Week*, May 21, 2007.

WEEK 6: QUANTITY AND QUALITY OF DEVELOPMENT

October 21: MID-TERM BREAK

Essential Readings:

October 23: Meanings and Measurements

Sen, Amartya K., “The Importance of Democracy,” Chapter 6 in *Development as Freedom*, Knoff, 1999, pp. 147-159.

Blume, Lorenz., Jens Muller, Stefan Voigt, “The economic effects of direct democracy—a first global assessment,” *Public Choice*, 140: 431-461, 2009.

APSA Task Force, “The Persistent Problem: Inequality, Difference, and the Challenge of Development,” *American Political Science Association*, July 2008. **Read the Executive Summary and Section V of the document.** URL:

<http://www.apsanet.org/~globalinequality/imgtest/PersistentProblem.pdf>

WEEK 7: ECOLOGICALIZATION OF CAPITALISM AND STATES

October 28: Political and Economic Freedom

Stroup, Michael D., “Economic Freedom, Democracy, and the Quality of Life” *World Development*, 35(1): pp. 52–66, 2007.

Casson, Mark C., Marina Della Giusta And Uma S. Kambhampati, “Formal and Informal Institutions and Development,” *World Development* 38(2): pp. 137–141, 2010.

Savoia, Antonio., Joshy Easaw, Andrew Mckay, “Inequality, Democracy, and Institutions: A Critical Review of Recent Research,” *World Development*, 38(2): pp. 142–154, 2010.

Williamson, Claudia R., "Informal institutions rule: institutional arrangements and economic performance," *Public Choice*, (139): pp. 371-387, 2009.

October 26: MOVIE SCREENING at LIBE 305 at 7:30p.m.



***Our Daily Bread* (reserved at the library)**

October 30: Technologies of Development

Ronnie D. Lipschutz, *Global Environmental Politics: Power, Perspectives, and Practice*, CQ Press, 2004.

Chapter 3: Capitalism, globalization, and the environment, pp. 87-131.

Sen, Amartya, "Capitalism Beyond the Crisis," *The New York Review of Books*, 56 (5), March 26, 2009.

World Bank, Knowledge for Development, *World Development Report 1998/99*. p. 1-25. url: <http://www.worldbank.org/wdr/wdr98/contents.htm>

WEEK 8: ENVIRONMENT AND DEVELOPMENT

November 4: Environment and Development

Ellis, Eric C., "Sharing the land between nature and people: Conserving the planet's ecological heritage requires a new level of societal engagement," *Science*, Vol. 364, 6447, June 28, 2019.

Chertow, Marian R., "The IPAT Equation and Its Variants: Changing Views of Technology and Environmental Impact," *Journal of Industrial Ecology*, 4(4): 13-29, 2001.

November 6: Ecosystems and Development

Elleen, Christ, Camilo Mora, Robert Engelman, "The interaction of human population, food production, and biodiversity protection," *Science*, 236: 260-264, April 21, 2017.

Kremen, C. and A. M. Merenlende, "Landscapes that work for biodiversity and people," *Science*,

Myint, Tun, Anthropocene to Urbanocene: Understanding Asia's rural outmigration and climate change, *Asia Dialogue*, <https://theasiadialogue.com/2018/12/14/from-the-anthropocene-to-the-urbanocene-understanding-asias-rural-out-migration-and-global-climate-change/>

WEEK 9: SOCIAL CAPITAL AND SOCIAL ENTREPRENEURSHIP

November 11: Social Entrepreneurship

Young, H Peyton, The dynamics of social innovation *PNAS* 2011; *published ahead of print* December 22, 2011, at: <http://www.pnas.org/content/early/2011/12/13/1100973108.abstract?etoc>

Acemoglu, Daron., Georgy Egorov, and Konstantin Sonin Political model of social evolution *PNAS* 2011; *published ahead of print* December 22, 2011, at: <http://www.pnas.org/content/early/2011/12/13/1019454108.abstract?etoc>

Ryszard Praszkiar and Andrzej Nowak, *Social Entrepreneurship: Theory and Practice*, Cambridge University Press, 2012.
Section 1: Social entrepreneurship

November 13: Social Capital Entrepreneurs

Evans, Gary W. and Michelle A Schamberg, “Childhood Poverty, chronic stress, and adult working memory,” *PNAS*, March 30, 2009.

Fukuyama, Francis “Social capital, civil society and development,” *Third World Quarterly*, 22 (1): 7-20, 2001.

Stein, Rob, “Research Links Poor Kids' Stress, Brain Impairment” *Washington Post*, Monday, April 6, 2009; A06

WEEK 10: YOUR APPROACHE TO DEVELOPMENT

November 18: Mini Conference

November 20: Mini Conference

Appendix A
Movie Review

The following is my rubric that will be used to evaluate your documentary review essay. If you have question, come and see me.

Category	Comments
Main theme of documentary	<ul style="list-style-type: none"> - Do you identify the main argument or theme of documentary? Do you state is clearly?
Clarity and organization	<ul style="list-style-type: none"> - Do you have a clear organization of the essay in terms of physical structure and logical flow of ideas? - Do you have appropriate control of errors and language? - Do you deliver your points clearly?
Application of the concepts from readings and class discussions	<ul style="list-style-type: none"> - Do you connect the documentary to the readings and class discussion?
Quantitative and Qualitative Review of the central Argument of the movie	<ul style="list-style-type: none"> - Do you have qualitative and quantitative review of documentary? - Do you evaluate how images and words are applied by producers to make quantitative statements in the documentary?
Critical thinking and evaluation	<ul style="list-style-type: none"> - Do you critically reflect and evaluate the documentary? - Do you present and evaluate the lessons you learned from the documentary?
Proper citations	<ul style="list-style-type: none"> - Do you provide proper citations to readings and ideas you apply in reviewing the documentary?
TOTAL Points	Your grade point is indicated here.

Appendix B
A Sample 1 for Discussion Leaders

POSC Class
Discussion Questions
Anonymous
4/6/2016

Hidden Connections

CH 1

*Takeaways: -Membranes are really important in the context of evolution

-Since living systems are self-generating, life has to be a property of
the system as a whole.

Q: What is Capra trying to accomplish with this book? What would accomplishing his goal mean? What would be the benefit?

Q: Capra says that despite what some might say about AI technology, computers are not living systems, as they cannot metabolize. Do you agree with this criterion? Are there other ways in which computers don't meet Capra's living systems qualifications?

CH3

*Takeaway: In order to understand the realm of human culture and social society, we need to look from four perspectives – meaning, form, process, and matter

Q: What is Capra hoping to accomplish by adding “meaning” to the other three perspectives?

Q: Consider the figure on page 74. Capra writes, “Integrating the four perspectives means recognizing that each contributes significantly to the understanding of social phenomenon. For example, we shall see that culture is created and sustained by a network (*form*) of communications (*process*), in which *meaning* is generated.” What do you think of this formulation of culture? Can you think of another phenomenon that can be described with Capra's formula?

Q: Capra describes culture as “the lens through which we see the world.” (87).

Thoughts? How does cultural identity relate to meaning?

Q: “We need to integrate all four perspectives [form, matter, process, and meaning] to reach a systematic understanding of social reality” (81). What are the theories of Jürgen Habermas and Anthony Giddens? Why does Capra like them?

“Biology, Politics, and the Emerging Science of Human Nature”

*Supplemental article: <http://www.economist.com/node/21564191>

Consider the two graphics and the first two paragraphs.

Q: Why might people resist the idea that political behavior is inheritable? What implications does this heritability have for the way that society functions?

“The Seven Pillars of Life”

Q: How do Koshland’s seven pillars of life compare with Capra’s criteria for a living system? Does Capra’s description include all seven pillars? How do the two authors describe being alive differently?

Q: At the end of the article, Koshland brings up “post survival of the fittest evolution.” What does he mean by this? Do you agree that this is a possibility?

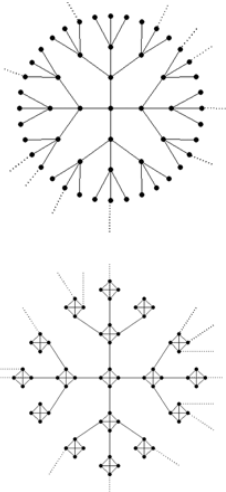
Appendix C

Sample 2 for Discussion Leaders

Discussion guide: Social entrepreneurship

“The dynamics of social innovation” by H. Peyton Young:

1. “Relatively little is known about the ways in which new institutions are created and how they become established within a given social framework” (Young). According to Young, why is it important to understand how new institutions are created? Do you believe that formal or informal rules are more important in a society? What examples of the creation of institutions in modern society did you think of when reading this article?
2. “The reason is that, when a social innovation first appears, it will typically gain a foothold in a relatively small subgroup of individuals that are closely linked by geography or social connections” (Young). Which variables listed in the paper cause social changes to occur, and how are these changes spread from individual to individual and group to group? Which of these variables do you feel is the most important for social change? How does this idea of social change relate to Polanyi’s concept of the “double movement?”
3. “The idea is that autonomy allows the innovation to gain a foothold quickly on certain key subsets of the network, after which contagion completes the job” (Young). Why do small groups foster innovation more than large groups, and how does this lead to contagion as discussed in this article?
4. Which of these images below represents a sharing network in a small group, and which represents a sharing network in a large group? Were you surprised by this, and how does this relate to our previous class discussions on social relations in primitive societies? How does this point relate to the cases we examined in Beverly Schwartz’s book, *Rippling*?



Political model of social evolution” by Daron Acemoglu, Georgy Egorov, and Konstantin Sonin:

1. “The society consists of agents that care about current and future social rules and allocations that are comprised of economic as well as social elements” (Acemoglu, Egorov, and Sonin). According to the authors, are current or future rules considered more important to agents? Under what circumstances is one considered more important than the other, and how does this relate to the article’s discussion of uncertainty?
2. As an agent, do you consider current or future social rules more important? In the following examples, discuss whether short-term or long-term changes in these issues matter more to you and why. Is it for moral reasons, practical reasons, because you are an informed citizen, etc.?
 - a. Climate change and how it will cause a decrease in natural resources, war, and increased income inequality.
 - b. America’s rapidly aging population and the need for Social Security reform.
 - c. America’s economic dependence on China.
3. “We also show, using a simple example, how the set of possible equilibrium configurations is both history-dependent and contingent on the nature of stochastic events” (Acemoglu, Egorov, and Sonin). According to the reading, how do the circumstances of the time period and stochastic events influence social evolution? How does this relate to Polanyi’s discussion of the circumstances behind the formation of our current market society?

Social Enterprise: Theory and Practice, Ch. 1, by Ryszard Praszkiar and Andrzej Nowak:

1. “The question becomes: if they are such as diverse groups, what characteristics do they have in common that allow us to identify them under one unifying rubric?” (Praszkier and Noward, 1). In the two examples given in the reading (Munir Hasan from Bangladesh and Steve Bigari from the USA), what similarities did these two very different individuals share? What do you think is the most important characteristic all social entrepreneurs must have to not only ensure their success, but compel them to begin their work in the first place? Do you agree with the five main dimensions of social entrepreneurship that are listed in the reading, or are there other dimensions you believe the reading left out?
2. “The social entrepreneur generally enters the scene at the point when a situation seems protracted and intractable—in a word, insurmountable” (Praszkier and Noward, 17). Do you agree that social entrepreneurs can make the impossible happen? How important do you believe creativity is in causing this change to happen?
3. “There are also social activists who, although they may excel at helping people, nevertheless do not meet all of the criteria. For example, they may not offer any new ideas or develop the project beyond local boundaries” (Praszkier and Noward, 28). Do you agree with the author that to be a social entrepreneur, a person must “develop the project beyond local boundaries?” In what ways would focusing on a specific area allow social entrepreneurs to actually be more effective? How does this point relate to the cases we examined in Beverly Schwartz’s book, *Rippling*?