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### Remarks from the RC 09 Chair

#### The upcoming ISA Forum and RC09 mid-term conference

Having completed our very successful set of RC09 sessions in Goeteburg, Sweden in July 2010, the RC09 board moved almost immediately to the planning of our next major conference – our participation, for RC09’s mid-term conference, in the ISA Forum in Buenos Aires, Argentina on ‘Social Justice and Democratization’, to be held August 1-4, 2012. Although that seems a long time in the future, now is the time to propose abstracts for our mid-term conference. The abstracts are to be sent first to the session conveners who will inform you on a possible acceptance so that you can then introduce the abstract to the ISA website. We are looking forward to receiving exciting proposals of abstracts – from you the RC 09 members!

There are important topics that we are proposing. To some extent they invite comparative studies. Sometimes, however, the answers to our questions are to be found in more detailed studies of particular cases. We also wonder about the impact on our questions of the recent movements in North Africa, of the globalized spread of ideas, goods, and expectations on the one hand and social inequality and poverty that have become more pronounced, within the neo-liberal, globalized world economy, on the other.

We are eager to include in our mid-term conference topics that address questions that are of particular interest within Latin America and its diasporas. One of the objectives of an ISA-Forum (as distinct from an ISA World Congress) is to strengthen links between sociology and the public sphere, and RC09 is eager to contribute to this as well: your suggestions about how we might do so are welcome. I hope that your trip to Buenos Aires will include an opportunity to learn more about this interesting city and, more broadly, about Argentina and its social questions, and I look forward to seeing you there in August 2012!

Best wishes for the coming months,

Ulrike Schuerkens

RC 09 President



## 2nd ISA Forum 2012 in Buenos Aires, Argentina

Habibul Haque Khondker, Vice President of RC 09 and ISA Executive Council Member

Social Justice and Democratization, the theme for the 2nd ISA Forum is highly timely and appropriate in view of the recent changes in various parts of the world. The theme has special relevance for Latin America in general and Argentina in particular. It was in South America that saw the historical eclipse of democracy since the 1930s and half a century later a wave of transitions from authoritarianism to democratization in the wake of similar transitions in the Southern cone of Europe.

In the ISA Executive Council meeting in Mexico Vice President Research, Margaret Abraham reviewed the mechanism of the decision to hold a second Forum of Sociology. She provided the rationale for choosing Argentina over the other bids. Altogether eight bids were received. Considerations were made in addition to the principle of providing equal opportunities to all regions of the world, on such factors as funding; size and facilities of the venue; technical equipment; luncheon facilities; hotel facilities, international travel, visas, opening reception and/or closing reception; and tour programs, prior to or following the conference, etc.

In addition to thematic sessions, two Open Forum sessions: one on Social Justice and another one on Democratization, as well as a Roundtable session for junior sociologists to meet with senior sociologists have been planned.

All academic sessions will take place at the Faculty of Law of the University of Buenos Aires. Those who visited the campus of University of Buenos Aires will vouch for its architecture, ambience and convenience.

So come August 2012 I want to invite all our members of RC 09 Social Transformations and Sociology of Development to come to Buenos Aires, Argentina. Please ask your colleagues who share our interests and are not yet members of our RC to join our Research Committee. I look forward to a successful ISA Forum in Argentina in 2012.

## Call for papers, 2nd ISA Forum 2012 in Buenos Aires, Argentina

### Program Coordinators

Ulrike Schuerkens, EHESS, France, uschuerkens@gmail.com

and

Habibul H. Khondker, Zayed University, Abu Dhabi, UAE, habib.khondker@gmail.com

### Suggested Sessions

Session 1: Economic Globalization, Culture, and the Transformation of Management Practices

Chair: Ulrike Schuerkens, Ecole des Hautes Études en Sciences Sociales, Paris, France, uschuerkens@gmail.com

Session 2: Globalization, Futures of Management, and Resistance Movements

Chairs: Ulrike Schuerkens, Ecole des Hautes Études en Sciences Sociales, Paris, France, uschuerkens@gmail.com and Markus S. Schulz, University of Illinois at Urbana Champaign, USA, isarc07@gmail.com

Session 3: Social Change, New Technology and Democratization in the Middle East and North Africa Region

Chair: Habibul H. Khondker, Zayed University, Abu Dhabi, UAE, habib.khondker@gmail.com

Session 4: Networks in the Global Markets

Chair: Kuang-chi Chang, University of Wisconsin-Milwaukee, USA, kcchang@uwm.edu

Session 5: The Arab Revolution of 2011 in Comparative Perspective

Chair: Said Arjomand, Stony Brook University, USA, said.arjomand@stonybrook.edu

Session 6: Migration and Development

Chairs: Eric Popkin, Colorado College, USA, epopkin@coloradocollege.edu and Wade Roberts, Colorado College, USA, wroberts@coloradocollege.edu

**Session 7: Political Inequality Outside of the West**

Chair: Joshua Kjerulf Dubrow, Polish Academy of Sciences, Poland, [dubrow.2@osu.edu](mailto:dubrow.2@osu.edu)

**Session 8: The Cultural Politics of Economic Development**

Chair: Frederick F. Wherry, University of Michigan, USA, [ffwherry@umich.edu](mailto:ffwherry@umich.edu)

**Session 9: Social Transformations, Power and Governance of Cities Under Climate Change**

Chair: Emma Porio, Ateneo de Manila University, Philippines, [eporio@ateneo.edu](mailto:eporio@ateneo.edu)

**Session 10: Socio-political Orders beside the State or the Limits of the Leviathan**

Chairs: Artur Bogner and Dieter Neubert, University of Bayreuth, Bayreuth, Germany, [dieter.neubert@uni-bayreuth.de](mailto:dieter.neubert@uni-bayreuth.de)

**Session 11: "Women, Leisure and Family in the Age of Transformations"**

Chairs: Angelica Wehrli, University of Berne, Switzerland, e-mail: [angelica.wehrli@anthro.unibe.ch](mailto:angelica.wehrli@anthro.unibe.ch) and Ishwar Modi, University of Jaipur, India, e-mail: [iiiss2005modi@yahoo.co.in](mailto:iiiss2005modi@yahoo.co.in)

For more information about each session, please go to RC09 website: <http://www4.uwm.edu/letsociology/rc09/>

**Deadlines**

The deadline for submitting abstracts is August 1st, 2011 to the session chair who will inform you if the abstract has been accepted for his/her session by August 20th, 2011.

Accepted abstracts should be entered into the on-line abstract submission system that will be open from August 25 to December 15, 2011.

**Online-Abstract submission**

25 August 2011 - 15 December 2011

Those colleagues whose abstracts have been accepted by the session chair should then submit an abstract on-line to a centralised website which will be operational from August 25 through December 15, 2011.

The author is required to state the Research Committee and the session in which the abstract will be included.

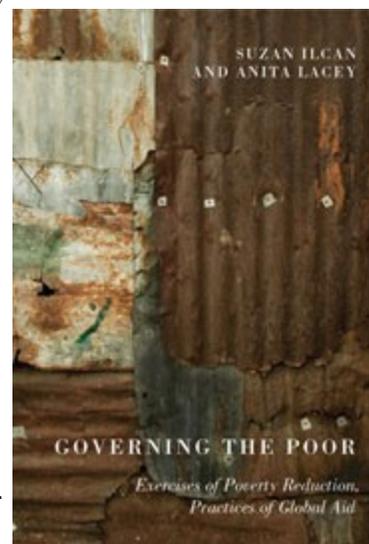
Only abstracts submitted to the session chairs and on-line can be incorporated in the final programme of sessions.

Authors will receive a final message if their paper has been accepted or not in the programme by January 31, 2012.

## Members News and Publications

**Suzan Ilcan and Anita Lacey** (2011) *Governing the Poor: Exercises of Poverty Reduction, Practices of Global Aid*. Montreal and London: McGill-Queen's University Press.

Drawing on field research in Namibia and the Solomon Islands and case studies of international organizations such as USAID and Oxfam, Suzan Ilcan and Anita Lacey argue that aid programs have forged new understandings of poverty that are more about governing the poor through neo-liberal reforms than providing just solutions to poverty. By analyzing these programs they reveal that concepts of privatization, empowerment, and partnership are tools that treat the poor as a governed entity within a system of actors – governments, international organizations, and private businesses – that make up the global aid regime.



## Information from Universities World-wide

### **Modernization Science Newsletter (MSN)**

The MSN is a digital newsletter published four times a year. It is sponsored by China Center for Modernization Research, Chinese Academy of Sciences. Its mission is to promote the practice and study on modernization science around the world.

Modernization science is an emergent interdisciplinary field that studies modernization phenomena, including civilization change and international competition, development and transformation of civilization as well as differentiation and stratification of the countries around the world.

For more information about MSN, please go to: <http://www.modernization.com.cn/Index2.htm>

## New Titles in the Field

- Baverez, Nicolas (2011) *Après le deluge: la grande crise de la mondialisation*. Paris: Perrin.
- Beaudet, Pierre *et al.* (eds) (2010) *L'altermondialisme: forums sociaux, resistances et nouvelle culture politique*. Montréal: Les Éd. Écosociété.
- Blaser, Mario (2010) *Storytelling globalization from the Chaco and beyond*. Durham, NC: Duke University Press.
- Broadberry, Stephen and Steve Hindle (eds) (2011) *Asia in the great divergence*. Oxford: Blackwell.
- Carmody, Padraig (2010) *Globalization in Africa: recolonization or renaissance?* Boulder, Colo.: Lynne Rienner Publ.
- Cerny, Philip G. (2010) *Rethinking world politics: a theory of transnational neopluralism*. Oxford, New York: Oxford University Press.
- Chavkin, Wendy and Jane Maree Maher (eds) (2010) *The globalization of motherhood: deconstructions and reconstructions of biology and care*. New York: Routledge.
- Collier, Paul (2011) *Conflict, political accountability, and aid*. New York: Routledge.
- Dicken, Peter (2011) *Global shift: mapping the changing contours of the world economy*. London: Sage.
- Hannequart, Isabelle (2011) *Jeux et enjeu de la planétisation: Patrimoine, culture, monde*. Paris: L'Harmattan.
- Immerfall, Stefan and G. Therborn (eds) (2011) *Handbook of European societies: social transformations in the 21st century*. New York: Springer.
- Kitchen, Veronica M. (2010) *The globalization of NATO: intervention, security and identity*. London, New York: Routledge.
- Lefebvre, Solange and Robert R. Crépeau (eds) (2010) *Les religions sur la scène mondiale*. Québec: Presses de l'Université Laval.
- Lu, Duanfang (ed.) (2011) *Third world modernism: architecture, development and identity*. New York: Routledge.
- Moghaddam, Fathali M. (2010) *The new global insecurity: how terrorism, environmental collapse, economic inequalities, and resource shortages are changing our world*. Santa Barbara (Calif.) Praeger security international.
- Parker, Charles H. (2010) *Global interactions in the early modern age 1400-1800*. Cambridge: Cambridge University Press.
- Pleyers, Geoffrey (2010) *Alter-globalization: becoming actors in the global age*. Cambridge: Polity.
- Rodrik, Dani (2011) *The globalization paradox: democracy and the future of the world economy*. New York: W. W. Norton & Co.
- Ryan, Janette (ed.) *China's higher education reform and internationalization*. London, New York: Routledge.
- Smith, Neil (2010) *Uneven development*. London: Verso.
- Sneyd, Adam (2011) *Governing cotton: globalization and poverty in Africa*. Basingstoke, New York: Palgrave Macmillan.
- Srinivas, Tulasis (2010) *Winged faith: Retkinking globalization and religious pluralism through the Sathya Sai movement*. New York: Columbia University Press.

## Book Reviews

**Ben Wildavsky, *The Great Brain Race: How global universities are reshaping the world*; Princeton University Press; Princeton, New Jersey; 2010; xiii + 240 pp.; ISBN 9780691146898; US\$ 26.95.**

by **Balwant Godara, ÉHÉSS, Paris.**

Key words: Education & globalisation; Free trade; Higher education; International competition.

### The Author

The author is currently a senior scholar in Research and Policy at the Kauffman Foundation [1]. Prior to joining the Foundation, he was a writer and editor specializing in education and public policy. His journalistic credentials include work as education editor of U.S. News & World Report. He was a media fellow at Stanford University's Hoover Institution in 2004 - 2006, and is currently a guest scholar at the Brookings Institution. Before that, Wildavsky wrote for National Journal, the San Francisco Chronicle, and the Public Interest on issues ranging from budget and tax to education. He was also the lead author of the U.S. News Ultimate Guide to Becoming a Teacher. The author is thus a recognised and relevant authority on education.



### Summary

In the book, Wildavsky presents the globalisation of education, saying that, though it is a much later phenomenon, it faces the same challenges and promises the same benefits as the globalisation seen in business or culture. He makes a strong and strongly felt case for why this globalisation ought to be welcomed and not feared, as it is likely to have even more far-reaching consequences than the globalised economy or culture.

The book claims to be 'the first popular' account of its kind, and it seems aimed at the lay reader as well as the newly informed business-savvy world citizen (as is seen from its 'business' references).

All through the work, the author attempts to explain why education is going global. The reasons given for this trend sometimes tend to be more abstract and less factual: governments are improving their infrastructure in their quest for 'knowledge-based economies'; a 'well-educated' person today is one who learns beyond national boundaries; students demand foreign degrees; Western universities see financial gain in taking foreign students; colleges have increased 'prestige' when they are present globally; and finally, better communication makes cross-border exchange easier.

The book also presents the factors that are slowing the trend: failed satellite campuses [2]; home faculty unwilling to move to overseas branches; threat of substandard institutions taking advantage of the demand for foreign degrees [3]; controversies

over free speech and human rights when universities branch out to areas with different moral constructs [4]; protectionism; visa problems [5]; psychological barriers.

Thus, the book can be considered to be a promotion manual of the system of Universities Without Borders (UWB).

#### Sources

A laudatory specificity of this book is that a large part of the source material comes from the direct access the author has had to high-profile personalities all over the world for interviews. There are 63 such references, with actors from all sectors related to education: universities (from R. Levin of Yale to S. Al-Misnad of Qatar University to F. Verillaud of Sciences Po Paris), companies that employ skilled labour (N. Murthy of Infosys India), government representatives (R. Katz of Antitrust division of US Department of Justice), grants agencies (D. Fallon of Carnegie Corporation USA), not-for-profit organisations (A. Goodman of Institute of International Education, USA), overseas branches (M. Westermann of NYU Abu Dhabi), centres for cultural studies (K. Al-Atiyat of Shaikh Mohamad Centre for Cultural Understanding), and fellow journalists (A. Mroz of Times Higher Education).

#### Style

The book is divided into six chapters, bearing catchy titles such as “Branching out”, “Wanted: world-class universities”, and “Free trade in minds”. The book is written in a fast-paced style, with much emphasis put on a ‘journalistic’ account of facts (taken from reports, websites, statistical studies, etc.). True to its journalistic (rather than academic) style, the book starts out with a globe-trotting view of today’s education world: from monkeys invading the sleepy campus of an Indian university to posters for recruitment in a new Saudi Arabian world-class campus to a working group on education taking place in Davos.

There is also an all-pervasive ‘business’ aspect to the proceedings. Repeated references are made to the world of education being a ‘business’, a ‘marketplace’, ‘knowledge-based economy’, and the author even goes so far as to advocate the ‘free trade of minds’.

#### Structure

The first chapter charts the increase in student mobility across time and space, and also considers movements of faculty members and higher competition among universities to net talented individuals. Within the ambit of mobility, the author includes the easily quantifiable movement of persons and objects; but he also ventures to consider the ‘mobility of ideas’, which is a far more difficult aspect to analyse.

Chapter two is dedicated to the overseas branches of Western universities. Taking several examples, the author tries to answer questions about whether quality is always exported when a university sets up a campus overseas, about the willingness of faculty to settle in abroad, and about respecting individual liberties (of expression) in socio-political environments that are often different from the home country. The chapter ends by restating the inevitability of rise of such campuses as increasingly better-off students vie for foreign degrees.

On a different level, chapter three presents the 'home-grown' world-class institutes springing up in emerging countries such as China and India, oil-rich Arabian Gulf countries, and Western countries that have 'fallen behind' in the global brain race (France and Germany).

Chapter four presents the global ranking systems – the stock market of the education business. After a brief history of these systems, the author considers several of them – created by journalists, universities themselves, governments – and details the critiques that they face. This chapter also ends on an optimistic note: the ranking system will be refined and improved.

Chapter five considers a minority phenomenon that is gaining ground: private institutions whose *modi operandi* are much more diverse than mainstream public universities – online learning, vocational training, private tutoring, etc. Many of these private undertakings seek to fill the void left by public institutes and capture the market of students 'seeking the fast track to success'.

The final chapter of the book, entitled 'Free trade of minds', seeks to apply the economic philosophy of free consumer-dictated markets to education – students choose universities based on ranking systems (investing in the stock market) and this is in turn made possible by the increasing pool of talented students (increased 'purchasing power' of students). This chapter is the most forceful statement of the author's advocacy of the free trade of minds: the world ought to embrace this trend rather than frown upon it through protectionist measures and psychological barriers.

#### Claim and Advocacy

The book purports to study in successive chapters ALL the dimensions of globalisation of higher education: more and more intense recruitment drives; increased number of overseas campuses through which Western universities are moving closer to their 'customers' (viz. students); creation of world-class universities by emerging countries; advent of online and for-profit training centres. These are also the four factors that the author points out as being the cause of the challenge to five-decade-old American dominance of the education 'marketplace'. This shift of power, which is likely to take very long, has even led to new college scorecards to measure not only excellence of universities but also their global impact and global resources.

Not content with mere statement and analysis, the author acts as a strong advocate for globalised education. Brushing aside fears of 'brain drain', the author talks of how global academic growth will help brain drain become 'brain circulation' and then 'brain growth' (even though this trend concerns a very small proportion of professionals). Secondly, the increasing knowledge base is not a 'zero-sum game' but benefits all. So, academic mobility will, like other kinds of free trade, bring widespread economic benefits, along with valuable intellectual ferment and tremendous opportunities for individuals.

#### Criticism

First of all, for its very American-centric approach (with repeated references to the America's 'disproportionately' high ranking and hegemony, and the challenges it is facing from other parts of the world). For the author, the cultural centre is the USA and the rest of the world is the periphery. Moreover, entire continents are left untouched: South America and Africa.

Another detracting factor is that the study of 'global' universities is almost exclusively based on the study of 'rich' and/or 'becoming rich' countries, with little reference to the poorer regions (for example, the talk of Indian universities is centred

exclusively on the IITs, which are but 16 of India's 3600 Engineering schools, many of which are making their own efforts at going 'global' [6]).

Moreover, the book makes no effort to study the consequences of these global phenomena on local dynamics: few facts are stated, for example, about how many of these 'global' students actually end up working in their home countries; and no mention is made of how the actors of this globalisation take into account the local context.

The equation of the rising student mobility to the 'free trade of minds', an innovative formulation of the phenomenon, is explained by how the world of education is becoming a meritocracy, just like the American economy is: "People can advance based on what they know and not on who they are". The emphasis on this 'free-market' aspect precludes the idea of 'social justice' that is an incumbent factor in all processes that touch the social realm: in the "great brain race", not all persons start from the same point. A passing mention of the 'winners and losers' of this race ends with the hasty statement: "As with other kinds of free trade, the net benefits will be significant".

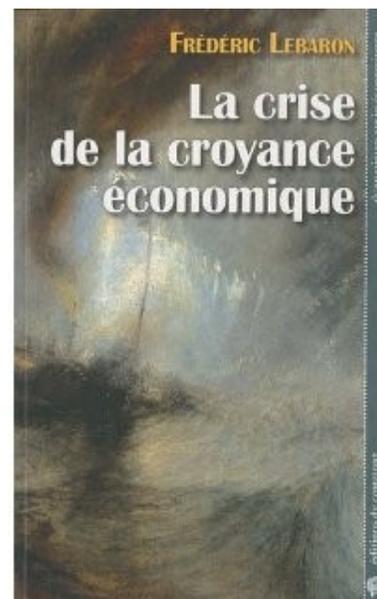
All these oversights are perhaps themselves revelatory of how limited the effect of 'global' education is: it is limited to some select, rich universities and countries, and in certain fields of study.

#### References:

1. See [www.kuffman.org](http://www.kuffman.org).

#### **Miorintsoa Razafindrakoto Andriamanalina** **Master 2 student, EHESS, Paris.**

This review is on an exceptional sociological study entitled "La crise de la croyance économique" written by Frédéric Lebaron and published by the Editions du Croquant, Bellecombe-en-Bauges in a collection on socioeconomic dynamics in October 2010. The author is a brilliant, dynamic economic sociologist. He has published a lot. The greatest French sociologists, such as Pierre Bourdieu and Serge Paugam, have inspired him. Since 2005, he has been the director of a research center that does research on socio-public activities and epistemological questions at the University of Amiens (France). Recently, Lebaron has become a member of the Institut Universitaire de France that recruits some of the best French scholars. His research tackles three main subjects: professional economic actors and their discourses: economists, central bankers, economic experts, and political and administrative leaders; economic policies analyzed with quantitative performance indicators; and socioeconomic dynamics such as classes and inequalities, health and social pathologies, and alternative indicators of welfare.



In the context of the global crisis from 2008/2009, this author expresses himself rather critically. He aims at understanding this transformation process as a cyclical crisis leading to a deep structural crisis of worldwide capitalism and its dominant ideology. He considers this crisis as the return of public actors, the State, and central banks in the field of economy. To escape from determinist or fatalist logics, he suggests the perspective of cognitive sociology that consists in a sociological study of knowledge processes implemented by social agents. His interpretation is mainly linked to Durkheim's and Simiand's thoughts that consider collective beliefs as the driving forces behind the observed fluctuations within the economic system. According to him, the economy is a universe changing permanently because of conflicts between social agents, actions/reactions, and expectations.

This book is very rich because the author uses diverse sources. First, he chooses macroeconomic actors who contribute to the construction and edification of a capitalist economic system as said before: central banks, experts of financial institutions, orthodox economists, and journalists. He shows how coherent the public discourses of these dominant agents are who are at the same time partial and distorted expressions of some cognitive processes within the economic field of the world from 2007 to 2010. In his research, Lebaron uses public discourses and includes documents such as public statistics, journalistic articles, assessment reports, public announcements of political actors such as President Obama or President Bush, or institutions such as the International Monetary Fund, national public documents from France and the US, the European Union, the World Bank, and the International Monetary Fund. He completes his argumentation with data from economic and sociological studies that focus on social problems and interpretations of economic facts, for example, the problem of generalized or globalized unemployment. The articulation of these types of data forms the originality of his book that is organized in six chapters that I divide in two parts: the first two chapters and the last four chapters. I think that in the former, the author makes a global diagnosis based on the malfunction of the capitalist economic system. The first chapter demonstrates how these short-term forecasts are limited and hide the structural aspects of the crisis. Consequently, the euphoria of growth at the beginning of the 2000s was replaced by pessimism that forced many developed countries to adopt recovery plans based on an increased regulation of the state. The second chapter discusses the limits and ambivalences of this suggested solution. According to him, it is much too euphoric to think that state regulation can clear up the problem because of the fact that the dominant economic actors in the decision processes continue to resist.

Then, in the latter chapters, he picks up concrete national data and cases that belie the dominant ideology. First of all, the appearance of the crisis at the heart of the dominant economic system of the United States points out the failure of private actors and the necessity of the intervention of the public sphere. This first idea represents a reappraisal of the ultraliberal economic beliefs, the system that has governed the world since the recent crisis up to current political efforts. The second argument discusses the capacity of the so-called "emerging countries" such as China, India, and Brazil that coexist with the US so that there is appearing some amendment of economic and social policies leading to the existence of a different type of capitalism. In fact, after having been subjected to the outcomes of the crisis in the financial field, these countries have been able to overcome some of the outcomes of the crisis by reshaping their public economic policies: they have developed their internal markets and they have implemented and reinforced their public social policies. Lebaron's next idea expresses the different outcomes of the crisis that have created the doubt on the performance indicators of welfare. In a context that constrains firms, enterprises, and the State to reduce their budgets, Lebaron points out the limits of GDP as a

base for performance indicators. This indicator is now outdated because it has eclipsed the structural aspects of the crisis so that it does no longer reflect the welfare situation of a particular country. In the next part of the book, Lebaron discusses how the “ordinary” economic actors who include the working class, middle ranking or senior executive shareholders, and managers feel and think about this situation. This analysis is based on polls made by professionals such as TNS SOFRES or DARES.

I am neither a specialist of economics nor sociology so I am wary of making any hasty interpretation. To my point of view, this book tries to consider the complexity and the interaction of the actual economic system by making a multi-scale analysis in terms of levels of actors and time. Lebaron analyses global, regional, and national data without forgetting the local level. His ideas can inspire economical anthropologists and sociologists. The profusion of footnotes in the book is also noteworthy. These footnotes give very precious information on further readings on the crisis. Although I think there are too many footnotes compared to the main text, I realize that they contain essential ideas that may add some useful information to the reasoning process.

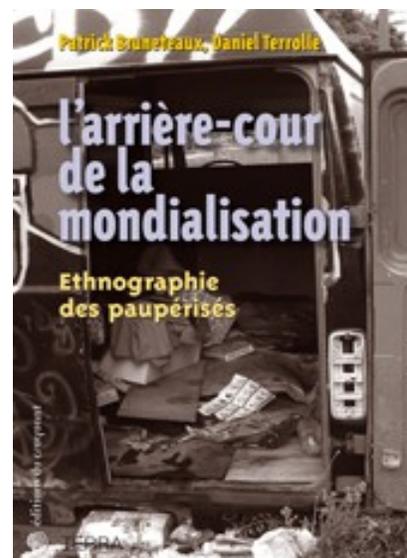
#### Notes:

1. His Curriculum Vitae of 38 pages gives detailed information about his publications.
2. Frédéric Lebaron and Franz Schultheis, “Vers un État social européen? Les enseignements de la politique européenne de lutte contre le chômage des jeunes (1997-2001)”, in S. Paugam (eds), *Repenser la solidarité. L'apport des sciences sociales*, Paris, PUF, 2006, pp. 873-886.
3. E. Durkheim, *Le suicide: étude de sociologie*, Paris, PUF, 2007 [1897]; F. Simiand, *Critique sociologique de l'économie*. Texts presented by-Christophe Marcel and Philippe Steiner, Paris, PUF, 2006.

### **L'arrière cours de la mondialisation. Ethnographie des paupérisés, Bruneteau, Patrick and Daniel Terrole (eds). Editions du Croquant, Bellecombe en Bourges, 2010, 396 p.**

**By Chantal Dutilleul, Master student, Institut National des Langues et Civilisations Orientales  
Paris, France**

Globalization helps millions of people to get out of poverty, especially in China and other Asian countries but at the same moment, the gap between rich and poor countries, rich and poor people is rising. The book gathers different articles of experts and non-experts who attended a seminar about poverty in the world, that took place in the University La Sorbonne (Paris), in May 2008. The authors want to explore recent studies in different countries of the world, in order to bring to the foreground new point of views about the subject.



They also try to interest students and researchers in the social sciences in ethical topics and the fragile relations between investigator and investigated people. Researchers set out their studies, on the one hand, in countries very far from each other but on the other, rather close because of similar populations, similar strategies to survive, or traps of marginalization. Despite different backgrounds, the implemented politics are almost the same, very far from people, taking into account most often statistics and numbers.

Michel Foucault's thought is not so far as this scholar questioned our knowledge and our practise, societies, the socially excluded and the oppositions "good/evil", "licit/illicit". The first part of the book studies international dimensions of poverty according to different backgrounds, different problems, and the homogeneous way the problem is taken into account at the international level. Mélanie Hours studies homeless people (nojukusha) in Tokyo; Véronique Rochais studies the way a drug dealer in Martinique uses his social network, going from the illegal sector to the formal legal sector to continue with a chosen social life-style and a job; Amanda Diaz points out similarities between refugee camps in Lebanon and the favelas in Brazil. Around Lima, Robin Cavagnaud studies violence and young boys prostituting themselves, by tackling their links to their families and the clients and the way they imagine their strategies to survive.

A second part of the book is about violence and domination among the poorest people and points out the link between these different aspects. It describes how dominated people set up strategies to survive and keep up their own identities. In the third part, the authors raise ethical questions: What should be the researcher's position? How should he/she enter and leave his/her survey in the field? How should he/she use pictures? Is he/she questioning people as a student, a researcher, a citizen, or a government-expert? According to the authors, these questions should be answered before starting to investigate in people.

Indeed, a very useful book for everyone interested in poverty and willing to discover the globalization backyard.

#### Notes:

1. M. Hours Docteur en sociologie of the University Paris Descartes, Les nojukusha de Tokyo : relégation, déni de pauvreté et réponses parcellaires, p 67.
2. V. Rochais, Docteur en anthropologie de l'EHESS, Cultiver son jardin-ghetto, ethnographie de la reconversion d'un ancien caïd dealer d'un quartier relégué, p 85.
3. A. Dias, Docteur en sociologie de l'EHESS et l'université de Rio de Janeiro, Du moukhaïam à la favela, vers une approche comparative de la pauvreté, p 107.

## Calls for Papers and Conference Announcements

The International Institute of Sociology (IIS) announced that its next congress - the 40th IIS World Congress - will take place in Delhi on 16-19 February, 2012.

The theme of the congress is After Western Hegemony: Social Science and its Publics.

The last decade of the 20th century and the first decade of the new century have witnessed world historical developments that point to the beginning of the end of what might be called the colonization of minds and cultures. Ideas and practices associated with the modern West have been critiqued for long, viewed with suspicion, and rejected, rightly or wrongly, in the past. But never before has the impact of this critique been profound enough to launch a transformation in the social and political imaginary of large numbers of people in the world. A new historical dynamics appears to have been set in motion and a space has emerged for new cultural and civilizational encounters. This may entail greatly increased potentials for equality between human beings in different regions of the world but perhaps also the emergence of new structures and spaces of hegemony.



For more information please see <http://www.iisoc.org/>

**Executive Committee of the ISA  
Research Committee on Social  
Transformations and  
Sociology of Development  
2010-2014**

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