

Sociology of International Development, Environment, and Sustainability

Community & Environmental Sociology / Environmental Studies / Sociology 540

Fall 2017 • Tuesdays & Thursdays • 2:30-3:45 pm • [Agricultural Hall, Room 10](#)

I. Course Contacts & Communications

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Websites: <http://www.urbanjustice.net/courses/sides2017> (Main course website)

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https://twitter.com/SIDES_at_UW (Twitter feed)

Office Hours: Via <http://www.urbanjustice.net/courses/sides2017/office-hours/>

II. Epigraph (Rio, Rio)

Principle 1 of the Rio Declaration on Environment and Development in 1992 asserts that “Human beings are at the centre of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature.”

Over the past twenty years, the world has witnessed strong economic growth and progress towards attaining a number of the Millennium Development Goals. It is of concern, however, that these positive trends have been accompanied by increasing disparities and inequalities, persistent gender inequality, social inequity, a growing deterioration of the environment, and recurrent economic, financial, energy and food crises. Renewed commitment is needed to bring about the integration of policies across the economic, environmental and social pillars, with human beings and their health and well-being at the centre....

[E]conomic, social and environmental objectives are not independent variables, but are mutually supportive, with progress in each area facilitating advancement in the others. The objective should be to enhance equity, revitalize the global economy, and protect the planet and its ecosystems so that people can live in dignity....

Economic growth must be of high quality, be inclusive, and lead to strengthened resilience of households, ecosystems, and economies, and to improved water, food, and nutrition security. It should take place in close conjunction with relevant efforts to accelerate progress in population health, gender equality and women’s empowerment, the realization of human rights, greater equity, improved access to and quality of social protection, equitable health-care services, the rule of law, and the fair distribution of the benefits of development. All these objectives are key elements of the green economy approach....

Improvements in health from economic and environmental development will not happen automatically.

World Health Organization (2012)

[United Nations Conference on Sustainable Development Rio+20](#)

III. Course Description

This course focuses on understanding the theory and practice of international development through the twin lenses of environmental sustainability and human welfare. It draws on key concepts from each of these fields, and considers concrete examples from around the world.

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The introductory quotation above frames the motivating question of this course: what might it mean to take Rio seriously, and place human health and well-being at the center of efforts designed to enhance international development, the environment, and sustainability?

In pursuing potential answers to this question, over the course of the term we will explore various ways in which researchers and practitioners from a range of backgrounds and disciplines have approached international development in the context of global environmental change.

The first half of the course is more conceptual. Introductory sessions will focus on the roots of international development; from there, we'll consider the emergence of environmentalism and related concerns regarding sustainability. Next, we'll explore efforts at forging a global understanding of how these fields interrelate. We'll pay special attention to concerns about human health and well-being in the past, in the present day, and in future plans and projections.

As we move through the first half of the course, we'll discuss both seminal theoretical works as well as challenges to dominant paradigms. The emphasis will be on scrutinizing accepted theories and practices, especially as they pertain to the generalization of models of development from high- to low-income nations.

In the second half of the course, we'll apply the concepts from the first half to a series of significant challenges in two broad developmental arenas: (1) food production and consumption; and (2) environmental valuation and governance. We'll wrap up with a consideration of the prospects for "green growth" in the face of anthropogenic environmental changes, including a case study.

IV. Course Objectives

My two primary goals for students in the course are:

- (A) Develop critical appreciation for how the theory and practice of sustainable development operate in the context of global environmental change, with a particular focus on human health and well-being; and
- (B) Recognize opportunities to extend critical facilities across subjects, methodologies, disciplines, and fields.

To those ends, the course has five linked objectives that you'll achieve by term's end:

- (1) Understand commonly accepted definitions of development, environment, and sustainability, as well as critiques of those definitions;
- (2) Provide examples of key historical and contemporary attempts to describe and predict the linkages between economic development and environmental change, and particularly how this informs and has been informed by concerns about human health and well-being;
- (3) Improve ability to critically read and analyze texts addressing various elements of global development, environment, and health (with a particular appreciation for ideological stance and methodological approach) and how to extend this critical analysis to related texts across disciplinary boundaries;
- (4) Gain independent research facility, including use of library and online resources and development and revision of a thesis and theoretical frame; and
- (5) Enhance skills in both written and oral presentation of original analyses and syntheses, as well as in critiquing others' written and oral presentations.

V. Required Readings

All required articles will be available via the [course website](#), with one major exception:

Leading up to the [ECOSOC sessions](#) in classes 17 (November 7) and 21 (November 21), you will be responsible for finding approximately 35-50 pages of readings specific to the subjects of that block of classes, with relevance specific to the ECOSOC country you'll "draft" in our first session. Peer-reviewed pieces and contemporary and/or historical media articles are two great sources of this reading; you should use online search engines and databases to find them. (I tend to use [Google Scholar](#) for in-class examples, but you're free and encouraged to use other databases, such as [Web of Science](#).) Your blog entries for the relevant classes should be on those readings. You will also draw on these readings in your ECOSOC working papers and final paper.

There are no required books for this course. I reserve the right to make schedule changes. Any changes will be announced in class, via email, and on the [course blog](#).

VI. Evaluation

Your grade in this course will be based on the following components:

- (1) **Class preparation and participation, tracked through a series of up to 12 weekly blog posts, and comments on others' blog posts.**

Critical reading and participation in discussion are keys to this course. To help us all engage each other, I ask you to post an entry of approximately 300 words to a personal (individual) weblog that you'll set up via [WordPress](#). These entries will typically be made once per week. I will randomly grade 5 different blog entries, which will sum to your total blog score. I'll allow you to skip two blog posts, though (thus grading half of 10) if you skip a week in which your randomly chosen, it won't count against you; I'll just put you back in the hopper for another chance at being chosen.

You should set up your blog following the instructions I've provided [here](#).

Blog entries are due by 10 pm on Monday or Wednesday (that is, the day before each class). You'll be informed via email of your assigned day.

You're also required to comment on the blog entries of your classmates, as often as you like, but at least once during the week, by Friday at 4pm. If you don't comment on anyone else's posts, your blog score will be reduced by 5 points (*i.e.*, the maximum total blog score will be 395 rather than 400 points). Brief comments (of ~150 words) will suffice, though you're always welcome to write more, as the spirit moves you. More details on commenting (for both posters and commenters) are included in the blog [instructions](#).

On participation: I'd prefer not to keep roll each class or to track participation for each of you. That said, if over the course of the term I notice that you're serially (at least 2 or 3 times) absent or showing a lack of preparation, and you haven't provided advance notice of the reason(s), we'll have to talk. For each additional unexcused absence and/or class in which you're unable to participate due to demonstrated lack of preparation, you'll have 15 points deducted from your total blog score (Let's all agree to avoid this, yes? Unpleasant for all.)

Finally, five easy pieces on the blog posts:

- (a) The posts do not have to be polished critiques of the readings. That said, they shouldn't just be free-associating riffs on the article titles, subjects, or abstracts. Good blog posts will be grounded in at least one of the week's readings, meaning that they'll include references to page numbers or passages that you want to discuss. *Really* good blog posts will draw links among readings, and even connect back to discussions from earlier in the course.

- (b) In each blog post, you should raise at least one open-ended question (regarding the subjects covered in the readings) that you'd like to see answered in the class discussion.
 - (c) Feel free to be creative with your posts. If you're confused about a reading, consider writing a letter to the author, asking him or her to explain a point, or lay out how what they are saying is different from what another author is arguing. Don't be shy about including links to multimedia resources or web pages that connect to the week's readings. Again: you should raise at least one open-ended question for class discussion in each post.
 - (d) Given the number of students in the course, I won't be able to provide feedback (beyond the score) on all of your blog entries. That said, your posts and especially the questions you raise for the class will be a major point of departure for discussion in each class session, and I'll provide written comments on at least some of your posts. If you have any questions about your blogging at any time, please do [email me about them](#).
 - (e) If you're new to blogging, and have questions about this assignment, don't panic! [Send me an email](#), come talk to me after the first class, or make an office hours appointment. The [WordPress](#) environment can be a little dense at first, but once you get the hang of it, it's pretty straightforward.
- (2) **One short (2-4 page) country briefing on one of the member states of the [United Nations' Economic and Social Committee \(ECOSOC\)](#).**

Due by Friday, September 29 by 4:00pm, via Canvas.

[Detailed instructions](#) will be on the [course website](#). For now, a brief overview.

ECOSOC is, [in its own words](#), concerned with "The world's economic, social and environmental challenges." In this course, we'll use ECOSOC's mission as a forum for digging deeper into those challenges, quasi-Model-UN style.

To that end, in the first class of the semester, we'll hold a country draft. Each of you will be randomly assigned a draft position, and based on that position, you'll select one country from the [ECOSOC member roster](#), with limits imposed by the actual ECOSOC regional distribution. (The U.S. is off limits; I'll play that role.)

For this assignment, you'll write a 2-4 page report in which you'll summarize the historical and current state of your nation's economic, health, physical, political, social, *etc.* environments, based on research you'll conduct. Your grade for this assignment will come in two pieces: 150 points and comments will come from me, and 100 points and comments will come from another, randomly selected (and anonymous) fellow student (see [3], below).

- (3) **Feedback on another student's country briefing (0.75 [$\frac{3}{4}$] - 1.5 [$1\frac{1}{2}$] pages).**

Due by Monday, October 9 by 4:00pm, via Canvas.

[Detailed instructions](#) for the briefing feedback will be posted on the [course website](#). The brief description: you'll write up approximately one page of comments and questions on another (randomly selected) student's briefing, and give a score out of 100 points.

- (4) **One in-class midterm examination, on Tuesday, October 24.** Format and details will be discussed in class. The exam will comprise short-answer (identification-style) and longer format (analytic essay) questions.
- (5) **Two short working papers, by ECOSOC regional group.**

Due by 4pm on Monday, November 20 & Monday, December 4.

Again, [detailed instructions](#) for the briefing will be posted on the [course website](#). For now, what you need to know: working with 2-4 other members of the same ECOSOC regional group as the country you drafted, you'll develop working papers relative to the subject matter of previous class sessions. These working papers will propose a relevant resolution that reflects the consensus of the group, using common United Nations format. These papers will draw on specific contextual information from each member nation, as well as any additional data you bring in on the region or the wider world. Each member will be expected to contribute the equivalent of half a page to a page of text.

Your grade for each working paper will come from three sources. First, your group will receive a grade of up to 200 points for each paper, assigned by me after each paper's turned in. Second, at the end of the semester, a randomly assigned member of your group will assign a grade based purely on the quantity and quality of your participation in the process, of up to 100 points for each paper.

This last component will be determined prior to the final ECOSOC session (Tuesday, December 12), for which all students will be expected to have read all of the other groups' working papers. During this last session, the class will use formal ECOSOC debate procedure to determine which, if any, of the resolutions will be voted upon. Members of groups that have one or more resolutions successfully voted into effect by a simple majority of the class (*per* ECOSOC Rule 60) will be awarded a 25-point bonus (per resolution adopted) to their final grade.

Any students who do not submit a grade for the working papers (for either the other member of their own groups, or for the working paper of another group) will be penalized 25 points per missing grade.

(6) **One term paper project, including a preliminary prospectus:**

[Details](#) will be posted to the website. In this project, you'll analyze a current human welfare-related challenge in your ECOSOC nation that involves development, the environment, and/or sustainability. Your project will be completed in two phases:

- (a) A prospectus (½-1 page text, plus potential references): In this very brief document, you'll describe a specific, well-stated challenge, and justify your selection of that challenge. **Due by Monday, November 7 via Canvas.**
- (b) Paper (6-8 pages): You'll receive feedback (as well as a grade) on your prospectus from me, and revise accordingly. In your paper, you'll analyze the revised challenge in detail in the paper describing it, reiterating the justification for selecting it, analyzing its causes and consequences, and suggesting potential ways to overcome it. **Due on Thursday, December 21 by 4:00pm, via Canvas.**

Assignment and Examination Schedule

Assignment	Date/Deadline	Points
Blog posts & comments	Once a week per instructions	(80 x 5=) 400
Country briefing	By 4pm on Friday, September 29	250
Country briefing peer feedback	By 4pm on Monday, October 9	100
Midterm Examination	Tuesday, October 24 (in class)	500
Working paper 1	By 4pm on Monday, November 20	300
Working paper 2	By 4pm on Monday, December 4	300
Bonus: Working paper adoption	At last ECOSOC session (December 12)	[+25 each]
Term paper prospectus	By 4pm on Monday, November 7	150
Term paper	By 4pm on Thursday, December 21	500
In-class participation	[See VI.1(e) above for deduction policy]	[-15]
Working paper grade	[If not submitted]	[-25]
Total Points Possible (for grade calculation)		2500
Total Points Possible (with resolution bonus)		2550

Grade Distribution

This course isn't graded on a curve, which means that you'll earn the grade you receive based on your scores on individual assignments. You'll be able to assess your progress in the course at any time during the semester. Grades will be assigned in accordance with the [undergraduate grade policy](#), using the following distribution:

- A:** ≥ 2325 points (≥93.0 percent)
- AB:** 2200-2324 points (88.0-92.9 percent)
- B:** 2075-2199 points (83.0-87.9 percent)
- BC:** 1950-2074 points (78.0-82.9 percent)
- C:** 1750-1949 points (70.0-77.9 percent)
- D:** 1500-1749 points (60.0-69.9 percent)
- F:** 1499 points or less (≤59.9 percent)

Some important notes on grading, grade bases, etc. (in alphabetical order):

I'm bound as you are by the policies noted below; I have little to no say on most of these issues. Please consult your adviser or the Registrar with questions.

Auditing: Due to course enrollment limits, I can't accommodate auditors.

Dropping: The [deadline](#) to drop the course without a grade notation ("DR") on your transcript is Wednesday, September 13. The deadline to drop the course, period, is Friday, November 3 (with academic dean approval).

Incomplete: You'll receive a grade of "I" if, as the [Incompletes policy](#) notes, you were on track to pass the course approaching term's end, but because of unusual and substantiated circumstances beyond your control (e.g. illness), you were unable to complete some limited amount of term work. Note that if you were not on track to pass the course, the policy dictates that you must receive an "F" rather than an "I." Please consult the policy for further details about the ramifications of an "I" grade.

No Work: If you're enrolled but I have no evidence that you've ever attended class, and you don't submit any work, but you don't drop or withdraw by the [Friday, November 3 deadline](#), you'll receive a "[No Work](#)" designation on your transcript. If you enrolled and I do have evidence that you attended class, but you stop participating without dropping or withdrawing by the deadline, you'll be given a grade of "F," unless there are grounds for assigning an Incomplete ("I" see above).

Pass/Fail: The [deadline](#) to take this course on a [Pass/Fail basis](#) is Friday, September 29. It's your option whether to take the course this way; I'll be blind to that choice. I'll give you a letter grade, and the Registrar will render it an "S" (C and above) or "U" (D or F) on your transcript.

VII. Course Expectations

Here are details on student-oriented expectations in terms of:

Prerequisites: There are no prerequisites for this course. As a result, I recognize that you're a heterogeneous group, with different backgrounds, foundations, goals, *etc.* You should also recognize this during discussions. What's obvious to you might not be so obvious to other students, and vice-versa. Please be patient in the former case, and don't panic in the latter!

Workload: This course assumes UW's standard "3:1" rule, meaning that for every course credit hour you spend inside the classroom (namely, 2.5 hours each week) you should expect to spend an average of three hours working on course requirements outside of class (so: 7.5 hours per week). In sum, 10 hours a week average workload. Note this is an average; some weeks you may spend more time, and some weeks less.

Readings: You should expect to read [100 pages per week](#) on average, ± 25 ; some weeks will be lighter, and some heavier. (This doesn't include the reading you'll need to undertake for the final term paper.) Doing all of the readings, as listed below, is absolutely a *sine qua non* of success in this course. The readings in the first half of the course introduce key concepts and frameworks that are important in and of themselves, and that we'll also be using throughout the second half of the term. Keeping up with the assigned reading will be crucial to your grade. More importantly (to me, at least): you won't get much out of this course if you don't give yourself enough time to get and stay on top of the readings.

Attendance: This class is a mix of lecture and discussion, with a heavy weight on the discussion. I spend little if any time lecturing on the assigned readings in class, and so it's important that you both attend class and (again) keep up with the reading. I also don't make much use of slides, so if you miss a class, it's up to you to obtain notes from a classmate. If you know in advance that you'll have to miss class (*e.g.*, for religious observances or athletic events), please let me know at the beginning of the term, so that we can work out mutually happy arrangements. Again, I don't especially enjoy taking roll – but please see VI.1(e) for the consequences of serial unexcused absences.

Participation: The [blogs](#) are designed to give you a space to explore key themes and issues from each week's readings. Please come to class prepared to discuss what you've written in your blog post, and to extend those

comments and analyses. I'd really prefer not to have to keep track of in-class participation, and I'm not a fan of "cold-calling." If I notice that you haven't spoken up in class in a while, however, I'll probably call on you (most likely with reference to what you've written in your blog post—particularly the questions you raise). If you convince me you haven't prepared for class, I'll move on quickly, but make a note of it. If it happens serially, the provisions in VI.1(e) will kick in.

Devices:

If it's not something you're using to view the course readings or related material (student blogs, for instance, or websites related to the topic of discussion), and it's a digital device, please turn it off or don't bring it into the classroom. If I have any evidence that you're using a laptop, tablet, phone, or other device for anything other than discussion-related purposes, I reserve the right to prohibit you from using all such devices in future classes. (I promise to be pleasant, private, discreet, and strict in the prohibition.) Please note that Facebook, Twitter, and/or other social-media sites are not discussion-related, even if you're posting about what a terrific guy I am.

Writing:

Your success in this course will depend heavily on the quality of your written assignments. All written assignments (excluding blog posts and comments) should be typed using an 11-to-12-point of a typical font family (*e.g.*, Times New Roman, Garamond, Cambria), one-inch margins, double-spacing, and page numbers on each page. Please make sure your name appears on the first page of the paper. Please also proofread all of your written assignments carefully. Papers with frequent misspellings and grammatical errors will be marked down accordingly. But while grammar and mechanics are important, even more important, though, is a clear and convincing argument, supported by compelling evidence and examples.

I strongly, strongly encourage you to make use of [The Writing Center](#), where graduate students and professional staff are available to help you develop your writing. You can make [appointments](#) up to three weeks in advance at the main location, which is 6171 Helen C. White Hall (600 N Park Street). Alternatively, you can drop in for first-come, first-served sessions at the Center's [satellite locations](#), and/or avail yourself of their [Skype](#) and/or [email](#) services. For best results, it's recommended that you make an appointment or drop in for an individual consultation well in advance of the due date of the assignment. Give yourself time to draft, get help, and revise!

Submission: All assignments should be submitted via the Dropbox on Learn@UW. Assignments submitted late without prior permission from me will be marked down 5 percent of the total possible score for each 24 hours late, with any proportion of 24 hours (however small – even as little as 30 minutes) rounded up.

And here are details on instructor-oriented expectations in terms of:

Office hours: My regularly scheduled office hours are before each class, on Tuesdays and Thursdays, from 12:00-2:00 PM. You can [sign up](#) for appointments of up to four 15-minute slots of the regularly scheduled hours on the course website.

I know that schedules can be tricky, though. If my regularly scheduled office hours conflict with your course, work, or athletic schedules, I'm happy to arrange an alternative, mutually convenient meeting time just [email me](#) to set something up.

My office is Room 340A in Agricultural Hall (1450 Linden Street). Everyone in the areas around me is friendly – so if you can't find the door, just ask someone. If you can't find anyone, go ahead and give me a ring on my office line.

I **strongly** encourage you to come to office hours to discuss any questions you might have about course content, class discussions, navigating your term-paper topic, locating research materials, or, really, anything else related to the course.

Contact info: The best way to contact me outside of class is via [e-mail](#). Generally speaking, I'll reply within 24 hours. I'm not typically available online otherwise. My office telephone number is also listed on the first page of this syllabus. It's unlikely to be very useful to you, unless you need to call to get directions while *en route* to my office; I tend to use it more for outgoing than incoming calls.

Feedback: As above, I will, to the best of my ability, provide written feedback on your blog posts – but given the size of the course, I won't be able to do so every week. I will definitely provide written feedback on all of your other assignments, as quickly as possible. Please don't hesitate to [email](#) and/or [make an office-hours appointment](#) to discuss your performance in the course; I'd be more than happy to provide honest, critical assessments at any time.

VIII. Reading and Viewing Schedule

Note: All texts and videos are listed in suggested order of reading/viewing

Classes 1-2: Introduction

Thursday, September 7: Course structure, class procedures, and outcomes

Have the syllabus and blog instructions read; be prepared for ECOSOC “draft.”

Tuesday, September 12: Premise/Promise: Development, environment, sustainability

Mills, C.W. (1959). “The promise.” In *The Sociological Imagination* (chap 1., pp. 1-11). London: Oxford University Press.

Morris, D.B. (1996). “Environment: The white noise of health.” *Literature and Medicine* 15(1): 1-15.

Soubbotina, T.P. (2004). “What is development?,” “Comparing levels of development,” “Composite indicators of development,” “World population growth,” “Economic growth rates,” and “Income inequality.” In *Beyond Economic Growth: An Introduction to Sustainable Development* (chaps. 1-5, and 15; pp. 7-32, 110-112). Washington, DC: World Bank.

Videos (we’ll watch these in this class session, time permitting; otherwise, you can watch them on your own between this session and the next):

Rosling, H. (2006, February). “The best stats you’ve ever seen.” *TED* Video, 19:53
http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html

Rosling, H. (2010, December). “The magic washing machine.” *TED* Video, 9:16.
http://www.ted.com/talks/hans_rosling_and_the_magic_washing_machine.html

Classes 3-4: Archaeologies of development (1)

Thursday, September 14: Is what’s past prologue? 10,000 years in 75 minutes

Stokes, G. (2001). “The fates of human societies: A review of recent macrohistories.” *The American Historical Review*, 106(2): 508-525. doi:10.2307/2651616.

Acemoglu, D. (2003). “Root causes.” *Finance & Development*, 40(2): 27-30.

Portes, A. (1976). “On the sociology of national development: Theories and issues.” *American Journal of Sociology*, (82)1, 55-85

Tuesday, September 19: Development as the governance of populations: Foucault

Foucault, M. (1991). “Governmentality.” In G. Burchell, C. Gordon, & P. Miller (Eds.), *The Foucault Effect* (chap 4, pp. 87-104). London: Harvester Wheatsheaf.

Foucault, M. (1978). “Right of death and power over life.” In R. Hurley (Trans.), *The History of Sexuality, Volume 1: An Introduction* (Part Five, pp. 135-145). New York: Pantheon Books.

THURSDAY, SEPTEMBER 21: NO CLASS DUE TO ROSH HASHANAH

Classes 5-6: Archaeologies of development (2)

Tuesday, September 26: Development as economics of populations: Dismal science?

Harvey, D. (2001). "Population, resources, and the ideology of science." In *Spaces of Capital: Towards a Critical Geography* (chap 3, pp. 38-67). New York: Routledge.

Lam, D. (2011). "How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history." *Demography*, 48: 1231-1262.

Thursday, September 28: Development as health of populations: Life expectations

Colgrove, J. (2002). "The McKeown thesis: A historical controversy and its enduring influence." *American Journal of Public Health* 92: 725-729.

Easterlin, R.A. (1999). "How beneficent is the market? A look at the modern history of mortality." *European Review of Economic History*, 3: 257-94.

Classes 7-8: Archaeologies of development (3): The invention of international development

Tuesday, October 3: Definitions

Arndt, H.W. (1981). "Economic development: A semantic history." *Economic Development and Cultural Change*, (29)3, 457-466.

Truman, H.S. (1949, January 20). Inaugural Address. (Speech). Retrieved January 11, 2014 from <http://www.inaugural.senate.gov/swearing-in/address/address-by-harry-s-truman-1949>

Rist, G. (2008). "The invention of development." In *The History of Development: From Western Origins to Global Faith* (chap. 4, pp. 69-79), 3rd ed. London: Zed Books.

Arndt, H.W. (1998). "From state to market." *Asian Economic Journal*, 12(4): 331-341.

Thursday, October 5: Redefinitions

Escobar, A. (1988). "Power and visibility: Development and the invention and management of the Third World." *Cultural Anthropology* 3(4): 428-443.

Ferguson, J. (2006). "Decomposing modernity: History and hierarchy after development." In *Global Shadows: Africa in the Neoliberal World Order* (chap 7, pp. 176-193).

Li, T.M. (2005). "Beyond 'the state' and failed schemes." *American Anthropologist* 107(3): 383-394.

Lund, C. (2010). "Approaching development: An opinionated review." *Progress in Development Studies* 10(1): 19-34.

Classes 9-10: Bringing the SIDES together (1)

Tuesday, October 10: Coming to terms with the nature of nature

Jerolmack, C. (2012). "Toward a sociology of nature." *The Sociological Quarterly* 53:501-505.

Greider, T. & Garkovich, L. (1994.) "Landscapes: The social construction of nature and the environment." *Rural Sociology* 59(1):1-24

Kareiva, P., Lalasz, R., & Marvier, M. (2011). "Conservation in the Anthropocene: Beyond solitude and fragility." Retrieved January 14, 2014 from <http://thebreakthrough.org/index.php/conservation-on-a-spoiled-earth/>

Thursday, October 12: "Sustainable development of what?"

World Commission on Environment and Development. (1987). "The concept of sustainable development." In *Our Common Future* (chap. 2, section I). New York: United Nations.

Anand, A., & Sen, A. (2000). "Human development and economic sustainability." *World Development* 28(12): 2029-2049.

Moran, D.D., Wackernagel, M., Kitzes, J.A., Goldfinger, S.H., & Boutaud, A. (2008). "Measuring sustainable development nation by nation." *Ecological Economics* 64, 470-474.

Foster, J.B. (2010). "Why ecological revolution?" *Monthly Review* 61(8). Retrieved January 11, 2014 from <http://monthlyreview.org/2010/01/01/why-ecological-revolution>

Newton, J.L., & Freyfogle, E.T. (2005). "Sustainability: A dissent." *Conservation Biology* 19(1): 23-32.

Class 11: Bringing the SIDES together (2)

Tuesday, October 17: Integrative Theories: Are we stuck on a treadmill?

Goldman, M. & Schurmann, R. (2000.) "Closing the 'Great Divide': New social theory on society and nature." *Annual Review of Sociology* 26: 563-584.

York, R., Rosa, E. A., & Dietz, T. (2003). "Footprints on the earth: The environmental consequences of modernity." *American Sociological Review*, 68, 279-300.

Classes 12-13: Midterm Review and Exam (No readings)

Thursday, October 19: Midterm Recap and Discussion

Tuesday, October 24: Midterm Examination

Classes 14-15: "The value of nature and the nature of value" (1)

Thursday, October 26: Nature as intellectual property: Pirates of the Caribbean?

Redford, K.H. (1991). "The ecologically noble savage." *Cultural Survival Quarterly* 15(1): 46.

Daily, G.C., Söderqvist, T., Aniyar, S., Arrow, K., Dasgupta, P., Erlich, P.R., Folke, C., Jansson, A., Jansson, B-O, Kautsky, N., Levin, S., Lubchenco, J., Mäler, K-G., Simpson, D., Starrett, D., Tilman, D., & Walker, B. (2000.) "The value of nature and the nature of value." *Science* 289: 395-396.

Castree, N. (2003). "Bioprospecting: From theory to practice (and back again)." *Transactions of the Institute of British Geographers*, 28: 35-55.

Pearson, T.W. (2013). "Life is not for sale!': Confronting free trade and intellectual property in Costa Rica." *American Anthropologist* 115(1): 58-71.

Tuesday, October 31: Water, water everywhere

Barham, E. (2001). "Ecological boundaries as community boundaries: The politics of watersheds." *Society & Natural Resources* 14(3): 181-191.

Bakker, K. (2007). "The 'commons' versus the 'commodity': Alter-globalization, anti-privatization, and the human right to water in the Global South." *Antipode* 39(3): 430-455.

Ray, I. (2007). "Women, water, and development." *Annual Review of Environment and Resources* 32: 421-429.

Classes 16-17: "The value of nature and the nature of value" (2)

Thursday, November 2: Common tragedies? Conservation, communities, & costs

Hardin, G. (1968). "The tragedy of the commons." *Science* 162: 1243-1248.

Dietz, T., Ostrom, E., & Stern, P.C. (2003). "The struggle to govern the commons." *Science* 302: 1907-1912.

Adams, W.M., Aveling, R., Brockington, D., Dickson, B., Elliott, J., Hutton, J., Roe, D., Vira, B., & Wolmer, W. (2004). "Biodiversity conservation and the eradication of poverty." *Science* 306: 1146-1149.

Campbell, L.M., & Vainio-Mattila, A. (2003). "Participatory development and community-based conservation: Opportunities missed for lessons learned?" *Human Ecology* 31(3): 417-437.

Tuesday, November 7: ECOSOC session (Environmentality and the value of nature)

Select, read, and blog on pieces specific to your ECOSOC country and/or region, and particularly relevant to the subjects of October 26 and 31, and November 2; be ready to discuss those selected readings (and your blog post) during this class.

Classes 18-19: Land, Labor, and Diet; Agriculture, Food, & Nutrition (1)

Thursday, November 9: Subsistence, subsidies, and sustainability

Miracle, M.P. (1968). "Sustainable agriculture": Analytical problems and alternative concepts. *Journal of Agricultural Economics* 50(2): 292-310.

Nash, L. (2006). "Introduction." In *Inescapable Ecologies* (pp. 1-15). Berkeley, CA: University of California Press.

Basu, P., & Scholten, B.A. (2012). "Technological and social dimensions of the Green Revolution: Connecting pasts and futures." *International Journal of Agricultural Sustainability* 10(2): 109-116.

Holt-Giménez, E. & Altieri, M.A. (2013). "Agroecology, food sovereignty, and the new Green Revolution." *Agroecology and Sustainable Food Systems* 37(1): 90-102.

Tuesday, November 14: The ground beneath their feet: The global land grab

Brüntup, M. (2011). "Detrimental land grabbing or growth poles? Determinants and potential development effects of foreign direct land investments." *Technikfolgenabschätzung – Theorie und Praxis* 20(2): 28-37.

Oya, C. (2013). "Methodological reflections on 'land grab' databases and the 'land grab' literature 'rush'." *The Journal of Peasant Studies* 40(3): 503-520.

Li, T.M. (2011). "Centering labor in the land grab debate." *The Journal of Peasant Studies* 38(2): 281-298.

Classes 20-21: Land, Labor, and Diet; Agriculture, Food, & Nutrition (2)

Thursday, November 16: Stunting and super-sizing

Hawkes, C. (2005). "The role of foreign direct investment in the nutrition transition." *Public Health Nutrition* 8(4): 357-365.

Loewenberg, S. (2007). "Should the World Food Programme focus on development?" *The Lancet* 369: 2149-2150.

Busch, L., & Bain, C. (2004). "New! Improved? The transformation of the global agrifood system." *Rural Sociology* 69(3): 321-346.

Popkin, B.M., Adair, L.S., & Ng, S.W. (2011). "Global nutrition transition and the pandemic of obesity in developing countries." *Nutrition Reviews* 70(1): 3-21.

Drewnowski, A. (2000). "Nutrition transition and global dietary trends." *Nutrition* 16(7/8): 486-487.

Tuesday, November 21 ECOSOC session (Agriculture, food, & nutrition)

Select, read, and blog on pieces specific to your ECOSOC country and/or region, and particularly relevant to the subjects of November 9, 14, and 16; be ready to discuss those selected readings (and your blog post) during this class session.

THURSDAY, NOVEMBER 23: NO CLASS DUE TO THANKSGIVING

Classes 22-25: Sustainable development and “green growth” in the Anthropocene

Tuesday, November 28: Green growth: Reality or illusion?

Cook, S., & Smith, K. (2012). “Introduction: green economy and sustainable development: Bringing back the ‘social.’” *Development* 55(1): 5-9.

Barbier, E.B. (2012). The green economy post Rio+20. *Science* 338: 887-888.

Steinberger, J.K., Krausmann, F., Getzner, M., Schandl, H., & West, J. (2013).

“Development and dematerialization: An international study.” *PLoS ONE* 8(10): e70385.

Thursday, November 30: Sustainability, “green growth,” and the urban prospect

Fay, M., Toman, M., Benitez, D., & Csordas, S. (2010). “Infrastructure and sustainable development.” In S. Fardoust, Y. Kim, & C.P. Sepúlveda (Eds.). *Postcrisis Growth and Development: A Development Agenda for the G-20* (chap.8, pp. 329-372.) Washington, DC: World Bank.

Bettencourt, L., & West, G. (2010). “A unified theory of urban living.” *Nature* 467: 912-913.

Brenner, N., & Schmid, C. (2011). “Planetary urbanisation.” In M. Gandy (Ed.). *Urban Constellations* (pp. 11-12). New York: Distributed Art Pub, Inc.

Gandy, M. (2010). “Vicissitudes of urban nature: Transitions and transformations at a global scale.” *Radical History Review* 107: 178-184.

Tuesday, December 5: Living in the Anthropocene: Is green just the color of money?

Bullard, N., & Müller, T. (2012). “Beyond the ‘green economy’: System change, not climate change?” *Development* 55(1): 54-62.

Jasanoff, S. (2010). “A new climate for society.” *Theory, Culture & Society* 27(2-3): 233-253.

Thursday, December 7: "The making of an environmental state": A case study

Goldman, M. (2005.) “Eco-governmentality and the making of an environmental state.” In *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization* (chap. 5, pp. 181-220). New Haven, CT: Yale University Press.

Class 26: Final session

Tuesday, December 12: Final ECOSOC session (Working Papers)

Read the working papers from the other ECOSOC regions and be ready to discuss and vote on the proposals during this class session.

IX. Accommodations

Please let me know as soon as possible (earlier is better!) if you'll need any special accommodations in the curriculum, instruction, or evaluation procedures in order to enable you to participate fully in the course. The [McBurney Resource Center](#) will provide useful assistance and documentation.

In addition, if you have difficulty accessing course materials, please come and talk with me. All required readings are available on the [course website](#). If you have trouble accessing that, again, please talk to me.

X. Academic Honesty

I expect all students in this course to be familiar with the University's policies on academic honesty and integrity. For more, please visit the ["Academic Integrity" page](#) on the Dean of Students Office's website. (And don't let the video's cheesiness and its "Sweet Caroline" background fool you – I do take this stuff seriously.)

Accordingly, I expect that all your work in this course will reflect your own ideas and analyses, and that you'll appropriately cite all supporting data and sources. In this course, you will be producing papers that draw on a variety of sources, including scholarly books and articles, government reports, and Internet resources. It can sometimes be enormously difficult to figure out how to cite such materials. The UW Library has a [webpage with helpful links to a variety of citation guides](#).

Plagiarism can, I recognize, be a tricky concept at times. Most of you likely already recognize that simply cutting and pasting someone else's work into your own, or using someone else's ideas without citing the source, is plagiarism. It might be less clear that minimal paraphrasing of someone else's work, even *with* citations, can constitute plagiarism, especially if you're pulling out large portions of sources. The [Writing Center](#) has a page of its [Writer's Handbook](#) titled, ["Successful vs. unsuccessful paraphrases"](#); if you have any questions about this area, I highly, highly encourage you not only to read it, but to keep it bookmarked when you're writing.

Cheating, plagiarism, or any other breach of academic integrity on an assignment in this course will result in an automatic failing grade of 0 for the assignment in question, and my submission of written reports to the dean of your school or college and the relevant dean of students. Those administrators may (at their discretion) take further disciplinary action. Please note that *ignorantia juris non excusat*: lack of familiarity with policies will not excuse failure to comply with them.

If you still have questions about how to cite materials appropriately, or about other matters of academic integrity, please come and see me. I'm happy to help you learn about appropriate ways to credit the work cited in your papers, and to avoid running afoul of academic integrity policies.