



Art from the Sumak Kawsay/Buen Vivir movement, Ecuador

## Community & Environmental Sociology 540

(Also Soc 540 and Envir St 540)

**University of Wisconsin-Madison**

### Sociology of International Development, Environment and Sustainability

**Professor Jane Collins**

**Fall Semester 2018**

**Class email list:** [cesoc540-1-f18@lists.wisc.edu](mailto:cesoc540-1-f18@lists.wisc.edu)

**Canvas URL:** <https://canvas.wisc.edu/courses/120010>

**3 credits**

**Meets requirements:** Social Science, Intermediate, CALS International Stds

**Prerequisites:** Completion of Introductory Sociology course (C&E Soc/Soc 140, SOC 181, C&E Soc /Soc 210, or C&E SOC/SOC 211)

**Agricultural Hall 10**

**TR 4:00-5:15**

**Office Hours:** TR 3-4

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“International development” has many meanings but in the very simplest terms we can think of it as a path to well-being. In this course, we will study the key social processes that shape prospects for well-being in communities around the globe, the global institutions and other powerful actors that govern those processes, and the alternative projects that communities themselves devise to shape their fate in an increasingly global economy.

Until recently, economists and policymakers, politicians and the public-at-large have viewed development mostly as an economic process and have assumed well-being and improvement to be synonymous with economic growth. But recently, as a result of growing concern with climate change and environmental limits, that has begun to change. As environmental activist Bill McKibben has phrased it:

“For most of human history, the two birds More and Better roosted on the same branch. You could toss one stone and hope to hit them both.... But the distinguishing feature of our moment is this: Better has flown a few trees over to make her nest. Now if you’ve got the stone of your own life, or your own society, gripped in your hand, you have to choose between them. It’s *More or Better.*”

Central to our discussions will be the question of how development came to be synonymous with economic growth and whether it is possible to unlink the goal of improving well-being from the goals of economic expansion and increasing resource use. We will discuss a powerful tension in current global politics: how can we take actions to address environmental limits and curb global climate change when resource use is highly unequal and much of the world's population, far from attaining problematic levels of resource consumption, lives in poverty? How can we simultaneously address questions of inequality and environmental limits?

In pursuing this topic, we will move through five interrelated units. In the first, we develop working definitions of our key terms (development, environment, sustainability) and orient ourselves to debates surrounding them. In the second, we examine the history of the large-scale, long-term projects to integrate and govern the global economy that Philip McMichael calls "the development project" and the "globalization project." Third, we turn to work that reevaluates the development goals of previous generations in light of environmental limits. Fourth, we explore global inequality and the economic arrangements that gives rise to it. Finally, in a section on "alter-globalization," we investigate some of the popular movements creating alternative global relationships and practices to simultaneously enhance environmental sustainability, fairness, and community well-being.

**Official Course Description:** Sociological analysis of relationships among economic growth, environmental sustainability and social justice in the developing world. Considers frameworks for understanding poverty, hunger, educational and technological inequality, and the impact of globalization on prospects for socially and ecologically sustainable development.

**Credit:** This class meets for two 75-minute face-to-face class periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

**Graduate Student Credit:** Graduate students enrolled in this course are not required to take the quizzes but are expected to write the short response papers. We will have a separate graduate student meeting two times per month. Graduate students will complete a final research paper of approximately 20 double-spaced pages.

**Participation:** Regular class attendance will be absolutely necessary to do well on assignments, and it is key to the quality of our collective process, but I do not deduct points for failure to attend classes or participate. I encourage debate based on careful reading of materials, and we will work to cultivate an environment of respect for one other's views.

### **Learning Objectives:**

- 1) Demonstrate understanding of theoretical frameworks for studying development and sustainability (creative and critical thinking).
- 2) Analyze and interpret texts that address elements of global development and environment. (creative and critical thinking)
- 3) Identify the ways history has shaped contemporary patterns of international development and environmental change (information literacy, inquiry and analysis)

- 4) Map the global distribution of environmental challenges and poverty (knowledge of human cultures and the physical and natural world)
- 5) Produce effective written arguments, using thesis statements, organizing evidence (communication)
- 6) Engage in ethical reasoning about how the theory and practice of development and sustainability are related to social justice goals (ethical reasoning and action)

**Course Materials:**

Required Textbooks:

McMichael, Philip, *Development and Social Change: A Global Perspective*, 6<sup>th</sup> ed. You can purchase this book at the University Bookstore or other outlets or rent it through Amazon.

Ellwood, Wayne, *The No-Nonsense Guide to Degrowth and Sustainability*.

Articles: available on our CANVAS website

**Assignments:**

Response Papers. Response papers provide an opportunity for you to engage with ideas in the readings that you found interesting. You can choose the articles or chapters that you want to respond to. There are four blocks of readings and you are expected to produce a 500-word response for **3 of these four** blocks. Each essay is worth 10 points. A rubric for evaluation will be provided. Due dates: Oct 2, Oct 25, Nov 15, Dec 11. Guidelines will be provided.

Midterm. In-class midterm covering concepts and material from the first half of the course (some concept definitions and some short essays). Oct 18. 30 points

Final. (non-cumulative). The final will have the same format as the mid-term, will cover only concepts and material from the second half of the semester, and will be given during the regularly scheduled exam period. Date TBA. 30 points

Book review. For this assignment, you will read and review a book that focuses on development, environment, and/or sustainability, from a list provided. This will give you an opportunity to gain in-depth knowledge about a development issue in a particular region and to improve your skills in recognizing an author’s argument and crafting a response. Guidelines provided. Due Dec 11. 30 points

Assignment	Due Date	Points
Response Paper 1	Oct 2*	10*
Midterm	Oct 18	25
Response Paper 2	Oct 25*	10*
Response Paper 3	Nov 15*	10*
Response Paper 4	Dec 11*	10*
Book Review	Dec 11	20
Final	TBA	25
		100

\*You only need to turn in, and can only receive credit for, **3 of the 4** response papers.

## **Grade Distribution:**

Grades for the course will be assigned using the following point distribution (grades will not be curved):

A = 94-100  
BC = 77-82.9  
F = below 60

AB = 89-93.9  
C = 70-76.9

B = 83-89.9  
D = 60-69.9

**Grade Disagreements:** If you have questions about a grade, speak to me first. If the question is not resolved, speak with the Chair of Community & Environmental Sociology, Gary Green, who will attempt to resolve the issue and inform you of the appeals procedure if no resolution is reached informally.

**Academic Integrity:** By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

All of the work that you submit for this class must be your own work, and you are required to quote and cite all references properly. Whenever you are unsure about quoting and citing, please come to see me to figure out the best strategy. But in general, if you are in doubt, cite! If you use a web-based source, you can always cite the URL. For information about plagiarism policy: <http://www.wisc.edu/students/saja/misconduct/UWS14.html#points>  
More information on source citation: [www.wisc.edu/writing/Handbook/Acknowledging\\_Sources.pdf](http://www.wisc.edu/writing/Handbook/Acknowledging_Sources.pdf).

**Accommodations:** I wish to include fully any students with special needs in this course. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Faculty and students share responsibility for reasonable accommodations for students with disabilities. Students should inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you, or in coordination with the McBurney Center, to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Diversity and Inclusion:** Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

**Seeking Assistance:** A student can seek help at many places on campus, for both personal and academic problems. For answers to general questions on many topics, a good place to start is [Ask Bucky](#), which is an excellent general referral service.

For personal problems, Counseling Services, a unit of [University Health Services](#), offers a variety of individual, group and couple counseling services. Experienced counselors, psychologists, and psychiatrists are available to assist students in overcoming depression and managing anxiety, and in developing self-awareness and understanding, independence, and self-direction. The counseling staff is experienced and sensitive to students of diverse cultural and ethnic backgrounds. Counseling Services is located at 333 East Campus Mall; 608-265-5600. In addition, an on-call dean in Student Assistance and Judicial Affairs is usually available by telephone (608-263-5700) or on a walk-in basis (75 Bascom Hall) Monday–Friday, 8:30 a.m.–4:30 p.m.

**Writing Center.** Because a substantial part of your grade depends on written work, I encourage you to make use of the resources available at the UW Writing Center (<http://www.writing.wisc.edu>). They have terrific online resources about planning and writing a paper, thesis v. purpose statements, writing introductions, organizing paragraphs, organizing the paper using reverse outlines, citing sources, proofreading for common grammar errors, and improving your writing style. You can also make appointments for individual consultations.

## COURSE OUTLINE AND READINGS

DATE	TOPIC	READINGS and READING QUESTIONS
SEP 6	<b>Introduction to course</b>	
	<b>PART 1</b>	<b>KEY TERMS AND DEBATES</b>
SEP 11	<b>Development</b>	<p>Rist, Gilbert, "The Invention of Development"            Sen, Amartya, "The Ends and Means of Development"</p> <p><i>From whose perspective are we defining development? Is development the same as growth? How do relations among nations shape development?</i></p>
SEP 13	<b>Environment</b>	<p>Robbins, Paul, "Political and Apolitical Ecologies"            Shiva, Vandana, "Resources"            Guha, Ramachandra, "Radical Environmentalism: A Third World Critique"</p> <p><i>What is political ecology and why does it need to be liberated? What is the conceptual break in our understanding of nature and resources that Shiva says colonialism brought about? What does Guha see as the problem with the frameworks of some radical environmentalism in the industrialized nations?</i></p>
SEP 18	<b>Sustainability</b>	<p>Newton, Julianne and Freyfogle, Eric, "Sustainability: A Dissent"</p> <p><i>What different working definitions of sustainability do these authors use? Are these definitions in tension with one another?</i></p>
SEP 20	<b>Market Incorporation and Movements of Self-Protection</b>	<p>Polanyi, Karl, "The Self-Regulating Market and the Fictitious Commodities"            Jaffee, Dan and Newman, Soren, "A More Perfect Commodity: Bottled Water, Global Accumulation, and Local Contestation"</p> <p><i>How does Polanyi understand the sustainability challenges posed by industrial capitalism? How is bottled water a form of market incorporation? How is local resistance to bottled water a "movement of self-protection" (in Polanyi's terms)?</i></p>
SEP 25	<b>Measuring Development</b>	<p>Ellwood, Wayne, "GDP and Happiness" in <i>NNG</i>            Stiglitz, Joseph and Sen, Amartya, "Executive Summary--Report by the Commission on the Measurement of Economic Performance and Social Progress"            Waring, Marilyn, "A Woman's Reckoning: An Introduction to the</p>

		<p>International Economic System”</p> <p><i>What are the widely accepted measures of success in the global economy? How might they distort our understanding of social and economic well-being and sustainability? What alternative measures might we use?</i></p>
	<b>PART 2</b>	<b>THE HISTORY OF DEVELOPMENT AND GLOBALIZATION</b>
SEP 27	<p><b>The Development Project’s Origins: Colonialism and Its Aftermath</b></p> <p>End of Block 1</p>	<p>McMichael, Philip <i>DSC</i>, chs. 1 and 2</p> <p><i>What do we mean by colonialism and why is it relevant to development today? What role did resources/commodities play in colonialism?</i></p>
OCT 2	<p><b>The Development Project’s Institutions: Bretton Woods, Food Aid, and the Green Revolution</b></p>	<p>McMichael, <i>DSC</i>, ch. 3 Shiva, Vandana, “Science and Politics in the Green Revolution”</p> <p><i>How did the developed nations structure ties to the developing world in the aftermath of WWII? What was the original purpose of food aid? What political choices were involved in the promotion of green revolution technologies?</i></p> <p><b>BLOCK 1 RESPONSE DUE</b></p>
OCT 4	<p><b>The Development Project’s New International Division of Labor: Third World Industrialization</b></p>	<p>McMichael, <i>DSC</i>, ch. 4</p> <p><i>What does McMichael mean by the “new international division of labor?” What are its key elements? What goals motivated “import substitution industrialization?”</i></p>
OCT 9	<p><b>The Globalization Project Emerges: The Theory and Practice of Neoliberalism</b></p>	<p>McMichael, <i>DSC</i>, ch. 5 Harvey, David, “Introduction” and “Freedom’s Just Another Word” (excerpt)</p> <p><i>What is neoliberalism? Where do neoliberal ideas come from? What are its key practices? How did the third world debt crisis originate? What are some of the key institutions regulating the global economy? How transparent are they?</i></p>
OCT 11	<p><b>The Globalization Project’s Practices: Land, Labor, Poverty</b></p>	<p>McMichael, <i>DSC</i>, ch. 6</p> <p><i>How is globalization changing the “new international division of labor?” What are land grabs and what are their implications for food sovereignty? How are both of these trends related to poverty?</i></p>



NOV 6	<b>The Unequal Effects of Climate Change</b>	Roberts, Timmons and Parks, Bradley, "Globalization, Vulnerability to Climate Change, and Injustice"  <i>How are the effects of climate change experienced differently by communities in different parts of the world? How do these differences affect the process of coordinating a global response to climate change?</i>
	<b>PART 4</b>	<b>CONFRONTING INEQUALITY</b>
NOV 8	<b>Inequality Among Countries</b>	Milanovic, Branko, "Inequality Among Countries" Galasso, Nick and Wood, Marjorie, "Eight Ways to Reduce Global Inequality"  <i>Is inequality increasing or decreasing? How is inequality related to citizenship? What are some promising strategies for decreasing inequality?</i>
NOV 13	<b>Globalization in Crisis</b>  End of Block 3	McMichael, DSC, chs. 8 and 9 Rodrik, Dani, "Introduction" to <i>Has Globalization Gone Too Far?</i>  <i>How has globalization increased inequality? How has inequality exacerbated tensions over globalization?</i>
NOV 15	<b>Global Elites</b>	Robinson, William, "The Rise of a Transnational Capitalist Class"  <i>How does Robinson characterize the elites who have great power in the global economy? What relationships connect wealthy actors across national boundaries? Does this mean that the nation-state is no longer important?</i>  <b>BLOCK 3 RESPONSE DUE</b>
NOV 20	<b>Reframing Justice in an Unequal World</b>	Fraser, Nancy, "Reframing Justice in a Globalizing World"  <i>Why does globalization make it more difficult for citizens to seek justice? How does Fraser suggest that citizens can make political claims and pursue social justice in a globalized world?</i>
NOV 22	<b>THANKSGIVING</b>	<input type="checkbox"/>
	<b>PART 5</b>	<b>ALTER-GLOBALIZATION: ALTERNATIVE VISIONS OF DEVELOPMENT AND SUSTAINABILITY</b>
NOV 27	<b>Contesting Market</b>	Simmons, Erica, "Corn, Markets, and Mobilization in Mexico" Simmons, Erica, "Market Reforms and Water Wars"

	<b>Relations</b>	<i>How does Simmons argue that Mexican farmers/Bolivian water consumers are being drawn into markets? What are the consequences of market incorporation? How are communities responding?</i>
NOV 29	<b>Remaking Global Commodity Chains</b>	Hermanson, Jeff, "Workers of the World Unite! The Strategy of the International Union League for Brand Responsibility" Jaffee, Daniel, "A Movement or a Market?"  <i>What is the IULBR strategy for improving labor conditions in the apparel industry? What does Jaffee say are the strengths and weaknesses of fair trade as a way to improve the standard of living of agricultural producers?</i>
DEC 4	<b>Counter-movements and Paradigm Shifts</b>	McMichael, DSC, chs. 7 and 10  <i>What are some of the social movements McMichael says are working for change? How are they changing the way we think about development?</i>
DEC 6	<b>Global Civil Society</b>  End of Block 4	Pinsky, Marian, "From Reactive to Proactive: The World Social Forum and the Anti/Alter-Globalization Movement"  <i>What is the World Social Forum? What potential solutions does Pinsky argue the movement is crafting?</i>
DEC 11	<b>Book Discussion</b>	Sharing insights and responses to the books we read for review.  <b>BLOCK 4 RESPONSE DUE</b>