



Sociology of International Development, Environment, and Sustainability

C&ES 540, IES 540, Soc 540

Spring 2019

University of Wisconsin, Madison

Instructor:

Professor: Samer Alatout
Office: 336 D Agriculture Hall
Office Hours: Wednesdays 2-4
Tel: 608-263-0970
Email: samer.alatout@wisc.edu

Class information:

Meets: T and TR 2:25-3:45
Meets in: 10 Agriculture Hall

First meeting, Tuesday, January 22
Last meeting, Thursday, May 2

Class Description:

For the past four decades, debates about international development had been focusing on environmental issues. The following question became increasingly important: How can we sustain economic development, especially in poor, third world nations, protect the integrity of the global environment, and avoid pollution and ecosystem degradation, all at the same time? On the face of it, this question seems to be harmless and progressive. It mobilizes the international community in an effort to eradicate global problems of “underdevelopment” (poverty and hunger most prominently) while at the same time protecting the environment for our, as well as future generations. However, upon further inquiry, this question does not seem as innocent as once believed. If nothing else, it takes as unproblematic both assertions: that “economic development” will deliver human dignity; and that “environmental vulnerability” constitutes a looming threat for everyone equally.

Even though the question of how best to achieve developmental goals while preserving the environment will constitute the background for our readings and discussions, our aim will be to unpack these concepts and place them in their historical and political contexts, examine the images they invoke, and critique the assumptions they build upon.

For example, we will discover that “economic development” divides the world into the discrete categories of developed and underdeveloped; it also takes for granted the meaning and importance of economic growth, free trade, liberal market economy, and the globalization of capital. The notion of “environmental vulnerability,” as well, takes for granted a number of assertions: the threat of population ‘growth,’ especially in Third World poor nations, global warming and its relation to deforestation, resource scarcity, and the existence of “one global environment” that is both vulnerable and in need of protection.

What is most striking is that development institutions, both national and international, had the tendency to simplify questions of development, environment, and sustainability and produce universal solutions that are thought to fit all cases. Among other things, this tendency ignores questions of identity along gender, class, and race lines; sidesteps different cultural and economic contexts; and, avoids discussion of local and global relations of power that are relevant to people’s experiences on the ground.

Readings in this course will come from a number of disciplines that grappled with these issues over the years—from environmental sociology, development studies, international relations, feminist theories of development, and theories of power. On the substantive level, we will read and discuss cases that include, among others, issues of hunger, poverty, population change, biotechnology, genetically modified foods, the green revolution, and women’s positions in the development project.

Required texts:

1. McMichael, Philip. 2008. *Development and Social Change: A Global Perspective*. Thousand Oaks: Pine Forge Press, 2004). Fifth Edition.
2. Ellwood, Wayne. 2014. *The No-Nonsense Guide to Degrowth and Sustainability*. New Internationalist: Oxford, UK.
3. Articles: available on our CANVAS website.

General course objectives

- Recognize the important role of history in our understanding of the present (in this case of development, globalization, and environment)
- Learn how to appreciate and practice critical reading, thinking, and writing
- Learn how to engage in civil discourse about personally, nationally, and internationally important aspects
- Learn how to relate the personal to the local, national, and international
- Learn how to relate the practical in everyday life to the conceptual
- Appreciate learning issues of international importance and how to connect them with things happening locally

Specific Course Objectives

- Learn and comprehend the complex meanings and basic histories of international development, globalization, and environment
- Learn about the history of sustainability and how it mediated development, globalization, and environmental politics
- Learn about the sociology of international development, environment, and globalization
- Learn social theoretical concepts for talking about development, globalization, and environment. Among others, these concepts include: class, power, culture, identity politics; colonialism, postcolonialism, North and South relations; discourse, realism, relativism, social constructionism, and feminism

More on the substantive objectives of the course:

- Substantive knowledge of the international development discourse—its history, its different issues (women and development, sexuality and development, catching-up, underdevelopment, poverty, migration, modernization, technology transfer), its institutions and forces behind it, its relation to colonialism, post-colonialism, and its stages through the past six decades. Did anything go wrong? What? How? Why and under what pressures? And, was the development discourse doomed from the beginning?
- Understand the history of globalization as a specific project—its history, its relation to development? What marks it, what are its main issues (migration, neoliberal economics, the changing role of the nation-state? global governance, etc.), its institutions (WTO, WB, IMF, etc.)

- Acquire substantive knowledge of the environmental discourse—its history, institutions (especially of international interest), its relation to development, its development into an international concern, its different substantive issues (acid rain, global warming and green house effects, biodiversity, energy use, land use, etc.), and its relationship with global governance.
- Acquire substantive knowledge of the development/environment encounter (sustainable development)—its history, its issues (growth without harming the environment), when did it start as an important notion for development and environment, how was it institutionalized, did it do the work, what are the different interpretations of sustainable development.

Assignments & Grading

Discussions. 0%.

I cannot emphasize enough how important attendance and discussion are for the success of this course. Our discussions will involve careful reading of texts. Debates about how and why we approach development, environment, and sustainability one way or another will be very helpful for developing our critical understanding of the issues involved. I will not deduct from your points if you don't show up to class or don't participate in discussion. *But absence will for sure affect the quality of your work.* We will build a collaborative and supportive community that is based on rigorous debate, not necessarily on agreement. We will also seek to be respectful of one another's points of view, no matter how different they are from our own.

Reading responses: 30% (three responses, each 10%)

Over the course of the semester, you have the opportunity to submit *three out of four reading response papers*. At the beginning of each of four blocks of reading for the semester, you will be given a prompt. You will need to keep the prompt in mind while reading for the next few weeks. Prompts for the most part will ask you to respond by drawing on a set of readings and lectures. Along with the prompts, I will also provide a grading rubric.

Block 1 response: Prompt on Canvas January 29 and due **February 14**.

Block 2 response: Prompt on Canvas February 14 and due **March 12**.

Block 3 response: Prompt on Canvas March 12 and due **April 9**.

Block 4 response: Prompt on Canvas April 9 and **due April 30**.

These reading response papers should be about 500 words. Your response papers should be submitted in two ways:

First, they need to be submitted to the appropriate dropbox on Canvas. **PLAN AHEAD**. Submission needs to be done by **2:25 pm on the day the assignment is due**.

Second, a hardcopy of your response paper should be handed in at the beginning of the day when it is due.

Mid-Term Exam: 25% (in-class on March 5)

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

Final Exam: 25% (5/8 at 2:45-4:45 PM, place to be determined)

Similar format to mid-term. Final is not cumulative. It will be held during the formal scheduled date and place.

Book Report: 20%

You will choose one book of a list of books I will give you. I will give you a guide for how to write a well-argued and completed book report.

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/.

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.

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. 5

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/>

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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.

DATE	TOPIC	READINGS and READING QUESTIONS
Jan 22	Introduction to course	
	PART 1	KEY TERMS AND DEBATES
Jan 24	Development	<p>Rist, Gilbert, "The Invention of Development" Sen, Amartya, "The Ends and Means of Development"</p> <p><i>What is development? How do we understand it? Whose perspective is dominant? How is development different from economic and technological growth? How does development in one country affect others?</i></p>
Jan 29	Environment	<p>Robbins, Paul, "Political and Apolitical Ecologies" Shiva, Vandana, "Resources" Guha, Ramachandra, "Radical Environmentalism: A Third World Critique"</p> <p><i>What is ecology? What is political ecology and how it brings different understanding of ecology? 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>
Jan 31	Sustainability	<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>
Feb 5	Market Incorporation and Movements of Self-Protection	<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>

Feb 7	Measuring Development	<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 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>
	PART 2	THE HISTORY OF DEVELOPMENT AND GLOBALIZATION
Feb 12	<p>The Development Project’s Origins: Colonialism and Its Aftermath</p> <p>End of Block 1</p>	<p>McMichael, Philip DSC, 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>
Feb 14	<p>The Development Project’s Institutions: Bretton Woods, Food Aid, and the Green Revolution</p>	<p>McMichael, DSC, 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>BLOCK 1 RESPONSE DUE</p>
Feb 19	<p>The Development Project’s New International Division of Labor: Third World Industrialization</p>	<p>McMichael, DSC, 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>
Feb 21	<p>The Globalization Project Emerges: The Theory and Practice of Neoliberalism</p>	<p>McMichael, DSC, 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>

Feb 26	The Globalization Project's Practices: Land, Labor, Poverty	McMichael, DSC , ch. 6 <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>
Feb 28	The Globalization Project's Institutions: Eco-governmentality	Goldman, Michael , "Eco-governmentality and Other Transnational Practices of a 'Green' World Bank" <i>What does Goldman mean when he says the World Bank is a producer of scientific knowledge? What does "green development" mean in the context of the Bank? How do World Bank projects affect the governance of developing states? What does Goldman mean by a "hybrid state actor?"</i>
Mar 5	MIDTERM	
	PART 3	CONFRONTING ENVIRONMENTAL LIMITS
March 7	Growth vs. Limits: A Long Debate End of Block 2	Malthus, Thomas , excerpt from An Essay on the Principle of Population Mill, John Stuart , excerpt from Principles of Political Economy Daly, Herman , "Economics in a Full World" (with counterpoint by Parva Dasgupta) Ellwood, Wayne , "The Growth Machine" in NNG <i>When did growth become synonymous with development? How did advocates of growth respond to those, like Malthus and Mill, who argued that growth had natural limits? What is steady state economics?</i>
Mar 12	The "Population Bomb"	Lam, David , "How the World Survived the Population Bomb" <i>Why did population not outstrip resources, as the "population bomb" model predicted? Is it possible that it still will do so?</i> BLOCK 2 RESPONSE DUE

Mar 14	Depleting “Natural Capital”	Ellwood, Wayne , NNG, chs. 2-5 <i>What is natural capital? What are some of the specific kinds of natural capital mentioned by Ellwood and how do they contribute to growth and/or well-being? Why are they not captured in dominant accounting measures?</i>
Mar 19 & Mar 21	Spring Recess	No Classes
Mar 26	The Sociology of Climate Change	Bullard, Nicola , and Müller, Tazio, “System Change Not Climate Change” Beck, Ulrich , “How to Create a Green Modernity” <i>What do these authors argue has been missing from the climate change debates? What is their (sociological) vision for a path to sustainability?</i>
Mar 28	The Unequal Effects of Climate Change	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>
	PART 4	CONFRONTING INEQUALITY
Apr 2	Inequality Among Countries	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>
Apr 4	Globalization in Crisis End of Block 3	McMichael , DSC, chs. 8 and 9 Rodrik, Dani , “Introduction” to Has Globalization Gone Too Far?” <i>How has globalization increased inequality? How has inequality exacerbated tensions over globalization?</i>

Apr 9	Global Elites	<p>Robinson, William, “The Rise of a Transnational Capitalist Class”</p> <p><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></p> <p>BLOCK 3 RESPONSE DUE</p>
Apr 11	Reframing Justice in an Unequal World	<p>Fraser, Nancy, “Reframing Justice in a Globalizing World”</p> <p><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></p>
	PART 5	ALTER-GLOBALIZATION: ALTERNATIVE VISIONS OF DEVELOPMENT AND SUSTAINABILITY
Apr 16	Contesting Market Relations	<p>Simmons, Erica, “Corn, Markets, and Mobilization in Mexico” Simmons, Erica, “Market Reforms and Water Wars”</p> <p><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></p>
Apr 18	Remaking Global Commodity Chains	<p>Hermanson, Jeff, “Workers of the World Unite! The Strategy of the International Union League for Brand Responsibility” Jaffee, Daniel, “A Movement or a Market?”</p> <p><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></p>
Apr 23	Counter-movements and Paradigm Shifts	<p>McMichael, DSC, chs. 7 and 10</p> <p><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></p>
Apr 25	<p>Global Civil Society</p> <p>End of Block 4</p>	<p>Pinsky, Marian, “From Reactive to Proactive: The World Social Forum and the Anti/Alter-Globalization Movement”</p> <p><i>What is the World Social Forum? What potential solutions does Pinsky argue the movement is crafting?</i></p>

Apr 30	Book Discussion	Sharing insights and responses to the books we read for review. BLOCK 4 RESPONSE DUE
May 2	Conclusion	