



Sociology of International Development, Environment and Sustainability

Soc/CESoc/Envir St 540

Summer 2021 (05/21—07/12)

Instructor: Pearly Wong (Department of Anthropology the Nelson Institute for Environmental Studies)

Email: pwong7@wisc.edu

Office Hour: email me for appointments to meet on Zoom on Canvas course page

Meeting Time and Location: **Monday** 1-2.30pm (synchronous session); Class not held on Memorial Day (05/31), replacement class TBD

Zoom Link:

<https://uwmadison.zoom.us/j/95828672746?pwd=c1hSeFVmTmdMdERLckszVXpIdm9UQT09>

Instructional Mode: Online delivery with both asynchronous and synchronous components, including pre-recorded lectures, synchronous Q&A session, online quizzes, and online asynchronous discussion forum. Platforms used include Zoom, and canvas course pages.

Credits: The course is worth 3 credit hours. There are 2-3 hours of prerecorded lectures for each week, and students are expected to work on course learning activities (reading, writing reflections, discussion, studying, etc.) for about 3 hours out of classroom for every lecture (or 12 hours per week), or an equivalent amount of engagement over a different number of weeks

Course Descriptions

Despite decades of international development efforts in addressing poverty globally, the problem persists. In fact, global inequalities are ever enlarging. This course aims to discuss international development and poverty, why poverty persists, its relations with class, race, place, environment, and sustainability, and what are the exiting efforts in addressing them. I will draw sources from sociology, critical development studies and other related fields. We will discuss poverty in both the US and international contexts.

There will be three parts of the course. The first part “Understanding Global Poverty and Development” introduces students to poverty in the international development discourses. We will discuss how poverty is constructed, represented and contested. This part will draw more from literature by major development agencies and its critics. We will also look at the major development theories and approaches, to better understand how people theorize development as an effort to promote economic growth and address poverty. We will also problematize the representation of poverty and the ‘third world.’

The second part “Understanding Causes and Dimensions of Poverty” introduces students to the different factors and dimensions of poverty. We will discuss possible individual, structural, geographical and environmental factors and entanglement with poverty. It allows students to better see how poverty is associated with places and identities, and how poverty is reproduced or exacerbated in the existing structures.

The third part “Addressing Sustainability and Justice” introduces students to policies, social movements and approaches related to socio-environmental justice and marginalization. We will discuss the strength and shortcoming of different policies, and how people mobilize towards addressing issues of economic and socio-environmental injustices.

Requisites

Completion of introductory Sociology course (C&E SOC/SOC 140, SOC 181, C&E SOC/SOC 210, or C&E SOC/SOC 211) or approval by instructor.

Learning Outcomes

1. Compare and contrast the key theories and concepts related to development.
2. Articulate the different dimensions of poverty and sustainability.
3. Describe major issues related to development such as gentrification, food dumping, environmental injustice, etc., using concrete examples.
4. Appraise various discourses and approaches to development and sustainability.
5. Develop informed responses or strategies to problems and misconceptions in development and sustainability.
6. Cultivate interests and commitments towards issues of the justice, sustainability, development and environment.

GRADING

Undergraduate Student Evaluation

Your grade for this course will be based on the following: class participation (15%), weekly discussion (40%), weekly quizzes (15%), and a final exam (30%)

Graduate Student Evaluation

Your grade for this course will be based on the following: class participation (15%), weekly discussion (40%), weekly quizzes (15%), and a public scholarship project including oral presentation (30%)

Weekly Synchronous Session (Monday 1-2.30pm)

Students are expected to attend the weekly synchronous session (Zoom link above), which is a very important component for engaging peers and your instructor. Your participation is not determined by how loud you are or how often you speak, but your engagement with the class, including the quality of your listening. We value the contributions of each person and respect the profound ways your identity, culture, background, experience, status, abilities, and opinion enrich the classroom experience of your peers. All students are responsible in creating a safe and comfortable space to share knowledge and experience, by recognizing and respecting others and their opinions. Any form of discrimination and personal insults are unacceptable and will be reported.

To get full participation score (15%), make sure to attend the weekly synchronous sessions, contribute at least twice thoughtfully to ongoing discussions either via chat box or speaking directly, and submit the exit surveys I post towards the end of each session. While I do not necessarily count the number of interactions we have, I do need to **feel your presence**, which is possible with our class size. Turning your video on can often help tremendously though it is not compulsory. You will probably score lower if you keep me wondering whether you are on the other side at all.

I intend to provide maximal flexibility for the class. I will record the synchronous sessions for those who cannot make it. **Absentees can submit a one-page reflection upon listening to the recordings to secure their attendance scores.** This option should not be used more than three times. As this option will consume even more time than attending the sessions itself, I strongly recommend those who can attend to do so instead.

It is possible to speak to me about alternative ways of assessing your participation, such as asking me to meet for office hours, or maintaining others form of communication with me and your peers. Please speak to me directly about it.

Weekly Asynchronous Discussion

You will be divided in the beginning of the semester into different groups. Write a weekly reflection of around 100-300 words and submit it through the discussion forum set up for the course. The purpose of the weekly reflection is for you to develop your own views on the week's materials, drawing from examples or evidence from the lecture, readings, activities, and your own personal experience. A good post should contain the following:

1. Clear and relevant arguments/ viewpoints. If you are unsure or confused about an argument of viewpoint, discuss why.
2. Include supporting evidence from class materials, personal experience, or well-known

examples.

3. Demonstrate understandings of class materials or class concepts.
4. Show connections between different class materials, or class materials with real life examples.

Feel free to post different viewpoints from the readings and class materials if you have some examples or evidence to back them up. **Please do not merely repeat the concepts you learn in class.**

Students can find prompts for these discussion in the lecture videos. My suggestion is to write down your thoughts immediately to those prompts, which are usually corresponding to video content preceding them. As you develop your responses, you can choose to post about one or as many as the prompts in your discussion posts. *If you have some critical thoughts unrelated to the prompts but related to the lecture content, you can post about them instead.*

You are also required to review at least two of your peers' reflections and provide responses to them. The more responses you post the better. A good engagement will point out something new students have learnt from their peers' post, attempt to answer a doubt/question, expand a specific idea or example, express disagreement with examples, or pose new related questions. I ask all students to be respectful of others' viewpoints—discuss the ideas, not the person who pose them.

Late posts will not be counted, unless communicated well in advance with reasons deemed good enough for granting an exception. I will follow-up with interesting points identified in these discussions in the following synchronous session.

Weekly Quizzes

There will be weekly, low-stake quizzes to assess your knowledge about the readings and lectures. The purpose is for you to evaluate your own understandings of the class in a regular manner, and for me to understand which parts of the readings/classes require further discussion/clarification/guidance.

Final Essay Project (for Undergraduate Students)

The final essay project has four incremental parts, due respectively in the beginning of Week 3, Week 5, Week 7 and the final essay will be due the week after classes end. Detailed instructions can be found on canvas. The final essay is expected to be around 2000-2500 words.

Public Scholarship Project (for Graduate Students only)

Each graduate student will prepare a project of public scholarship in the area of international development, environment and sustainability— a communication piece that is scientifically informed and oriented toward a public audience, rather than a professional or specialist one. The work can be a podcast, photo-essay, interviews, a film, or a written work of 3000-3500 words.

I ask you to submit pieces of your work incrementally in four parts. You should submit them respectively in the beginning of Week 3, Week 5, Week 7 and the final project will be due the

week after classes end. Detailed instructions can be found on canvas. In addition, I will also ask you to share a **5-10 minute presentation** of your project in the class.

Overall Evaluation

In addition to the learning outcomes, I value equally the process of my students' learning. The key to success in this online class is for you to manage your time and participate regularly. Improve your learning by being an active and engaged student. Proactively reach out to peers and instructors to gain feedback and improve your learning. Successful students know ahead all class requirements and complete them on time. They follow and participate in the assigned discussion throughout the class, logging on at least once daily to check announcement, readings and more.

We will translate your average for the course into grades using the following equivalences: 92 and above = A; 87 to 91.9 = AB; 82 to 86.9 = B; 77 to 81.9 = BC; 70 to 76.9 = C; 60 to 69.9 = D; below 60 = E.

ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.
<https://conduct.students.wisc.edu/syllabus-statement/>

DIVERSITY & INCLUSION

I especially welcome diverse students to participate in this class. The topic of international development is inter- and trans-disciplinary and involves the discussion of diverse contexts around the world. Intersectionality and cultural diversity are important discussions for this class, and a diverse students' body can make a fundamental difference to the quality of these discussions. 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/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [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. Faculty [I], will work either directly with the student [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. <https://mcburney.wisc.edu/instructor/>

COURSE SCHEDULE AND LIST OF READINGS

***All readings are provided on Canvas. Please click on 'modules' to look for the reading lists for each class**

COURSE SCHEDULE AND LIST OF READINGS

Part 1: Understanding Global Poverty, Development, and Sustainability

This section will introduce how poverty, development and sustainability are represented and contested in the international development world, by visiting discourses by major development actors, development theories and alternative perspectives.

Module 1: Defining Development and Sustainability

This class will introduce students to the concept of the field of international development, the major resources and actors, as well as how they define and implement development and sustainability,

Readings:

Explore the World Bank [website](#) on poverty

Explore the UN [website](#) on Sustainable Development Goals.

Listen to President Truman's [speech](#) here: You are welcome to listen to the whole speech, but it is especially essential for you to listen to **minute 11-minute 19**.

Lectures:

[\(introduction\) \(3.5 minutes\)](#)

[Part 1: Development as an Idea \(14 minutes\)](#)




[Part 2: Development as a Technical Profession \(15 minutes\)](#)

[Part 3: Development as an Industry/Origin of Development \(14 minutes\)](#)
[Conclusion \(3 minutes\)](#)

Module 2: Major Development Theories

These classes will introduce students to major development theories before 1970s and their underlying assumptions: Modernization Theory and Dependency Theory.

Readings:

1. Rostow, (1960). *The [Stages of Economic Growth: A Non-Communist Manifesto](#)*  . Cambridge University Press. Chapters 1, 2 and 3 only
2. Frank, G. (1966). [The development of underdevelopment](#) . (From Volume 18, 1966, Monthly Review reprint). *Monthly Review*, 41(2), 37-51.
3. Wallerstein, I. (2004). World-systems Analysis. [Chapter 2](#) 

Lectures:

Lecture 2a: [Modernization Theory](#)

Lecture 2b: [Dependency Theory](#)




Lecture 3a: [Dependency Theory](#) (Gunder Frank)

Lecture 3b: [World-system Theory](#)

Module 3: Basic Needs and Capability Approach

These classes will introduce to changing development approaches to address human needs especially after the 1970s.

Readings:

1. Arndt, H. W. (1983). The "[Trickle-Down](#)"  Myth. *Economic Development and Cultural Change*, 32 (1), 1-10
2. Streetan, P. (1979). [Basic Needs: Premises and Promises](#) . *Journal of Policy Modeling* 1, 136-146
3. Michener, Victoria J. "[The participatory approach: contradiction and co-option in Burkina Faso](#)" " *World Development* 26, no. 12 (1998): 2105-2118.
4. Explore this UNDP webpage on Multidimensional Poverty <http://hdr.undp.org/en/2018-MPI>

Lectures:

Lecture 4 & 5 : [Part 1 \(16 min\)](#)

Listen to this [Ted Talk](#) by Nick Hanauer before going to Part 2

Lecture 4 & 5 : [Part 2 \(23 min\)](#)

Listen to this [Ted Talk](#) by Hans Rosling before going to Part 3

Lecture 4 & 5 : [Part 3 \(16 min\)](#)

Module 4: Sustainable Development and Criticism

This class will discuss how sustainability and its contradictions with earlier development ideas are being contested, and alternative ways of defining well-being.

Readings:

1. Regmi, K. D., & Walter, P. (2017). [Modernisation theory, ecotourism policy, and sustainable development for poor countries of the global South](#): perspectives from Nepal. *International Journal of Sustainable Development and World Ecology*, 24(1), 1–14.
2. Carruthers, D. (2001). [From opposition to orthodoxy : The remaking of sustainable development](#). *Journal of Third World Studies*, 18(2), 93–112.
3. Homewood, K. (2018). [“They Call It Shangri-La”](#): Sustainable Conservation, Or African Enclosures? In Brightman, M., & Lewis, J. (Eds.). *The Anthropology of Sustainability: Beyond Development and Progress* (pp 91-109). New York: Palgrave Macmillan.
4. Explore this [webpage](#) on Bhutan's Gross National Happiness Index.

Lectures:

Lecture 6&7: [Introduction \(2 min\)](#)

Lecture 6&7: [Part 1 \(13.5 min\)](#)

Lecture 6&7: [Part 2 \(13 min\)](#)

Lecture 6&7: [Part 3 \(14 min\)](#)

Listen to this [Ted Talk](#) by Bhutanese Tsering Tobgay before going to next part of the lecture

Lecture 6&7: [Part 4](#)

Part 2: Understanding Causes and Dimensions of Poverty and Inequalities


This section will look more closely at the groups and individuals who supposedly benefit from the international development. It will introduce the debates on different causes and dimensions of poverty and sustainability. We will discuss individual, structural, geographical factors and global economic change, as causes of poverty and deprivations

Module 5: Culture of Poverty/Culture of Sustainability?

These classes will look at how culture has been viewed in relation to poverty and sustainability. Specifically, we will visit a controversial theory on the culture of poverty, as well as the debates surrounding it up to the present. In addition, we will look at how indigenous culture have transformed from a hindrance to development to a facilitator or contributor of sustainable development.

Readings:

1. Lewis, O. (1966). [“The Culture of Poverty”](#). *Scientific American*
2. Listen to this NPR recording on [“Reconsidering the Culture of Poverty”](#).

3. Radcliffe, S. & Laurie, N. (2006). [Culture and development](#): taking culture seriously in development for Andean indigenous people. *Environment and Planning D: Society and Space* 24: 231-248
4. Read this article on [Climate Change and Indigenous People](#) by UNU.

Lectures:

Lecture 8 & 9: [Part 1 \(14.5 min\)](#)

Listen to this [Tedx Talk by Rajen Makhejani \(18.5 min\)](#)



Lecture 8 & 9: [Part 2 \(14 min\)](#)

Listen to this Ted Talk by [Mark Plotkin \(16.5 min\)](#)

Module 6: Gender, Race and Poverty

These classes look at how social positions such as race and gender are entangled with vulnerabilities to and experiences of poverty in the US and internationally

Readings:

1. Read this [article](#) by Swasti Pachauri on "Defeminization of Indian Agriculture", March 8, 2018
2. Claire C. Robertson. [The Feminization of Poverty in Africa](#): Roots and Branches. *Brown J. World Aff.* 195 (1998).
3. Stull, V., Bell, M. M., & Ncwadi, M. (2016). [Environmental apartheid](#): Eco-health and rural marginalization in South Africa. *Journal of Rural Studies*, 47, 369–380.
4. Read this article on "[This is why the wealth gap between black and white Americans persists](#)" on FastCompany.
5. Listen to this [interview](#) on Eviction and Inequality with Matthew Desmond.

Lectures:

Lecture 10 & 11: [Part 1 \(15 min\)](#)

Watch this [youtube video](#) on Nigerian women's claim on land rights.

Lecture 10 & 11: [Part 2 \(18 min\)](#)

Lecture 10 & 11: [Part 3 \(15.5 min\)](#)

Watch this [Ted Talk](#) by Chetna Gala Sinha

Module 7: Urban-Rural Poverty

These classes discuss how urban neighborhoods are segregated and what makes smallholders farmers and rural dwellers the poor around the world.

Readings:

1. Watch this NDTV program on [Farmers' Suicides](#)
2. Shah, Anup. "[Food Aid as Dumping](#)." *Global Issues*. 31 Oct. 2005. Web. 04 Jun. 2020.

3. Chang, A. (2016). “[Living in a poor neighborhood changes everything about your life](#)”. *Vox*
4. Ford, R. T (March 6, 2009) [Why the Poor Stay Poor](#). *NY Times*.
5. Auyero, J. (2000). [The Hyper-Shantytown](#): *Neo-Liberal Violence(s) in the Argentine Slum. Ethnography, 1(1), 93–116.*

Lectures:

Lecture 12: [Part 1 \(15 min\)](#) & [Part 2 \(11.5 min\)](#) _

Watch this [Tedx Talk \(19 min\)](#) by Devinder Sharma.

Lecture 13: [Part 1 \(10 min\)](#) & [Part 2 \(11 min\)](#) _

Watch this [youtube video \(7 min\)](#) on Dharavi Slum in Mumbai

Module 8: Economic Globalization and Inequalities

These classes discuss how economic restructuring caused by spatial fix and neoliberalism, has impact on poverty and marginalization both in the global North and the global South.

Readings:

1. Read this [CEPR article](#) by Neiman and Watkins (1999) on “A Survey of the Impacts of IMF Structural Adjustment in Africa: Growth, Social Spending, and Debt Relief”
2. Bourgois, P. (1999). [From Jibaro to Crack Dealer](#): Confronting the Restructuring of Capitalism in El Barrio. *Anthropological theory: An introductory history*, 315.
3. Harvey, D. (2007). [Neoliberalism as Creative Destruction](#). *The ANNALS of the American Academy of Political and Social Science*, 610(1), 21–44. <https://doi.org/10.1177/0002716206296780>
4. Watch this [video](#) on Neoliberalism and Climate Change

Lectures:

Lecture 14 & 15: [Part 1](#) (16min)

Watch this short [news clip](#) on IMF structural adjustment for Pakistan

Lecture 14 & 15: [Part 2 \(17min\)](#) _

Watch this [Ted Talk](#) on Global Trade Deals by Haley Edwards

Lecture 14 & 15: [Part 3](#) (6.5min)

Module 9: Environment (In)Justice and Sustainability

These classes look at different types of environmental inequalities and causes around the world.

Readings:

1. Andersson, J.O. and Lindroth, M. (2001) ‘[Ecological Unsustainable Trade](#)’, *Ecological Economics* 37: 113–122

2. Bruce E., Johansen. 2003. "[Nigeria: The Ogoni: Oil, Blood, and the Death of a Homeland](#)". In *Indigenous Peoples and Environmental Issues: An Encyclopedia*. Westport, CT: Greenwood Press.
3. Al-Jazeera web documentary: [E-Waste Republic](#) by Ottaviani, Jacop
4. Watch this [video](#) on the Flint Water Crisis

Lectures:

Lecture 16 & 17 [Part 1](#) (17 min)

Lecture 16 & 17 [Part 2](#) (16 min)

Watch this [Ted Talk](#) by Majora Carter (19 min)

Lecture 16 & 17 [Part 3](#) (17 min)

Watch this [video](#) (12 min) on land grab in Mulu, Sabah, Malaysia



Part 3: Addressing Poverty and Justice

This part of the class will look at existing efforts in addressing the current gaps in development efforts. It will explore alternative ideas to development, knowledge exchange and integration, as well as grassroots activism.

Module 10: Post-development/degrowth

These classes look at some more radical approaches in response to failure of development in addressing poverty and sustainability, including post-development, degrowth, and ideas from different culture around the world.

Readings

1. Martínez-Alier, J., Pascual, U., Vivien, F.D. and Zaccai, E., 2010. [Sustainable de-growth](#): Mapping the context, criticisms and future prospects of an emergent paradigm. *Ecological economics*, 69(9), pp.1741-1747.
2. Demaria, F. and Kothari, A., 2017. [The Post-Development Dictionary agenda](#): paths to the pluriverse. *Third World Quarterly*, 38(12), pp.2588-2599.
3. Watch this short recording of [lecture](#) by Arturo Escobar and read his [interview](#)
4. Listen to this [podcast](#) from 0.42-9.00minute (or read its transcript) about Ecoswaraj and Degrowth

Lectures:

Lecture 18 & 19 [Part 1](#) (15 min)

Lecture 18 & 19 [Part 2](#) (14.5 min)

Listen to this [Ted Talk](#) by Jon Jandai

Lecture 18 & 19 [Part 3](#) (9.5 min)

Listen to this [Ted Talk](#) on Barefoot College by Bunker Roy.

Module 11: Grounded Knowledge and Integration

These class will discuss how to capitalize on local knowledge and bottom-up insights in addressing problems of poverty and marginalization.

Readings:

1. Ivey, Shannon. Tedx Talk: [Forum Theatre Performances](#)
2. Ashwood, Loka, Noelle Harden, Michael M. Bell, and William Bland. 2014. "[Linked and Situated](#)": Grounded Knowledge." *Rural Sociology*. 79(4): 427–452
3. Stanton, C. R. (2014). [Crossing Methodological Borders](#): Decolonizing Community-Based Participatory Research. *Qualitative Inquiry*, 20(5), 573–583.
4. [Read this Oxfam Blog Post](#) on Reclaiming Representation by Maria Faciolince

Lectures:

- Lecture 20 & 21 [Part 1](#) (9 min)
Lecture 20 & 21 [Part 2](#) (15 min)
Listen to this [Ted Talk](#) by Ernesto Sirolli
Lecture 20 & 21 [Part 3](#) (15 min)
Listen to this famous [Ted Talk](#) by Adiche

Module 12: Social Movements

These classes will introduce students to existing social movements by marginalized groups for social justice.

Readings:

1. Martinez-Alier, J., Temper, L., Del Bene, D., & Scheidel, A. (2016). [Is there a global environmental justice](#) movement?. *The Journal of Peasant Studies*, 43(3), 731-755.
2. Explore EJAtlas.org.
3. Marcos, and Juana Ponce de Leon. 2001. [Our word is our weapon](#): selected writings. New York: Seven Stories Press
4. Watch this [youtube video](#) on "The Zapatista Uprising (20 years later)"

Lectures:

- Lecture 22 & 23 [Part 1](#)
Watch this video about the [Chipko movement](#)
Lecture 22 & 23 [Part 2](#)
Watch this speech at UN Climate Action by [Greta Thunberg](#)
Lecture 22 & 23 [Part 3](#)