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SOCI 270.01: Introduction to Rural and Environmental Change

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SOCI 270: Introduction to Rural and Environmental Change

Fall 2011

Classroom: Education 214, T Th 9:40-11

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COURSE DESCRIPTION

This course is the introductory course to the Rural and Environmental Change option in the Department of Sociology. The REaCH option combines three branches of sociology: rural, environmental, and development sociology. This course will focus on an introduction to development sociology, with special emphasis on rural areas and the environment. Students will begin to develop a critical perspective on a variety of contemporary social issues related to development, including rural to urban migration, the social construction of consumption, sustainability and the environment, poverty and basic needs, gender and microcredit, the impacts of development on indigenous people, and globalization.

Learning Goals:

- Students will develop a sociological perspective and use it to begin to understand and compare theories, processes, and outcomes of economic and social development.
- Students will be able to describe and explain the historical emergence and evolution of colonialism and development.
- Students will be able to explain and critique theories and processes of development at national and community levels.
- Students will understand sustainability and be able to use global footprints as a way to measure sustainability of their own and their country's consumption levels.
- Students will understand the role of the United Nations and its various agencies in development.

Students' performance will be evaluated based on three exams, one small group project, two individual papers, and class participation, preparation, and attendance.

Also note that this course is a core course for the International Development Studies Minor. Please contact Professor Peter Koehn at 243-5294 or peter.koehn@umontana.edu if you are interested in enrolling in this minor.

CLASSROOM ENVIRONMENT

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully so that the classroom will be an environment where everyone feels comfortable sharing their perspectives and experiences. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability. In addition, all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review at http://life.umt.edu/vpsa/student_conduct.php

TEXT AND READINGS

All students should arrange to purchase the following text, which is available at the university bookstore:

Haslam, Paul A., Jessica Schafer, and Pierre Beaudet. 2009. *Introduction to International Development: Approaches, Actors, and Issues*. Don Mills, Ontario.

Additional readings will be made available through the ERES course reserve system and as photocopies at Mansfield Library.

COURSE EXPECTATIONS AND REQUIREMENTS

Exams (15% each, 45% total):

There will be three exams held on 9/29/11, 11/3/11, and 12/14/11. They will cover the material in the preceding section (though clearly concepts and theories discussed in earlier sections may relate to the issues later in the course and so will still be expected to inform your responses). Questions will be drawn from lectures, discussions, readings, classroom presentations, and movies and may include multiple choice, short-answer, and essay questions. Make up exams will be considered on a case-by-case basis with *advanced* permission. If you miss an exam, you must make it up within one week of the regularly scheduled exam date or it will revert to a zero. I will introduce the exam format, practice questions, and study guides as the course progresses.

Small Group Project (20%)

In a group assigned in class, you will collaborate to complete a poster project on a UN agency related to development and answer questions regarding your agency during a poster session held in class on 10/18/11. See details in syllabus below. No late posters will be accepted! Be sure to attend the poster session itself as information from the posters will be on the second exam!

Two Individual Papers (12.5% each; 25% total)

You will write two individual papers; the first will be due 9/20, and the second will be due 11/15. See details in syllabus below. Late analyses will be accepted if they are submitted within one week of the original due date, with a one letter grade penalty; otherwise, the assignment will be given a zero.

Preparation, Participation, & Attendance (10%):

The success of the course depends on you! In order to facilitate lively classroom interactions, I expect you to **complete assigned readings and writing assignments prior to the class for which they are assigned and to be prepared to discuss them in class.** Keep in mind that missed discussions, quizzes, and attendance cannot be made up, which ultimately lowers your grade. If you are habitually tardy, your course grade will be lowered. Students who miss a class should be sure to obtain the class notes and announcements from a fellow classmate. This component of your grade will also include your personal introduction paper and the global footprints quiz print out, as well as occasional in-class group discussions and quizzes.

GRADING

Three exams	45 percent
1 small group poster project	20 percent
2 individual papers	25 percent
Class Participation & Preparation, Homework, & Attendance	<u>10 percent</u>
Total	100 percent

OFFICE HOURS

Please feel free to meet us immediately after class or to drop by during scheduled office hours. If it is impossible to meet during office hours, please make an appointment with either of us at another time.

STUDY GROUPS

You are strongly recommended to meet informally in study groups outside of our regular class meetings. Students who participate regularly in such groups tend to do better on papers and exams.

SOC 270 Introduction to Rural and Environmental Change

Fall 2011

Reading/Assignment Schedule (subject to change)

HSB: textbook

ERES: ERES and paper copy reserve

Week	Day	Topic, Readings, Assignments
Week 1 8/30/11	T	Course introduction & personal introductions

9/1/11	Th	<p>Reading: Acronyms of the World <i>Conceptualizing & Measuring Development & Inequality</i> Reading: HSB, pp. 1-18 <u>Personal introduction paper due</u></p>
Week 2 9/6/11	T	<p><i>Approaches to Global Redistributive Justice & Citation Workshop</i> Reading: HSB: pp. 18-26</p>
9/8/11	Th	<p><i>Colonialism & Imperialism: Setting the Stage for Uneven Development</i> Reading: HSB: Chapt. 2</p>
Week 3 9/13/11	T	<p><i>Theories of Development: From Modernization to Dependency Theories</i> Reading: HSB Chapt. 3 <u>Citation Quiz</u></p>
9/15/11	Th	<p>Movie & Discussion: Page, John, Steven Gorelick, and Army Armstrong. 2006. <i>Ancient Futures: Learning from Ladakh</i>. Berkeley, CA: International Society for Ecology and Culture. (TS/ML) Reading: Norberg-Hodge, H. 1996. "The Pressure to Modernize and Globalize." In <i>The Case Against the Global Economy</i>, ed. J. Mander and E. Goldsmith, 33-46. San Francisco, Sierra Club Books. (ERES)</p>
Week 4 9/20/11	T	<p><i>Theories of Development: Part 2</i> <u>Film Analysis #1 Due</u></p>
9/22/11	Th	<p><i>Gender and Development</i> Reading: HSB Chapt. 5</p>
Week 5 9/27/11	T	<p>Movie and Discussion: Ferraro, Gayle. 2000. <i>Sixteen Decisions</i>. Berkeley, CA: University of California Extension Center for Media and Independent Learning. (ML) Reading: Rahman, Aminur. 1999. "Micro-credit Initiatives for Equitable and Sustainable Development: Who Pays?" <i>World Development</i> 27 (1): 67-82. (ERES)</p>
9/29/11	Th	<p><u>Exam #1</u></p>
Week 6 10/4/11	T	<p><i>The Nation State & Development</i> Reading: HSB Chapt. 7</p>
10/6/11	Th	<p><i>Bilateral Aid</i> Reading: HSB Chapt. 8 Movie & Discussion: Cambridge Educational. 2005. <i>Back to School in Afghanistan</i>. Lawrenceville, NJ: Cambridge Educational. (ML)</p>
Week 7 10/11/11	T	<p><i>International Financial Institutions</i> Reading: HSB Chapt. 9 & 14</p>
10/13/11	Th	<p>Movie & Discussion: Richter, Robert. 2000. <i>The Money Lenders: The World Bank and the IMF</i>. New York: Richter Productions. (ML) Reading: HSB Chapt. 10</p>

Week 8 10/18/11	T	<i>United Nations Poster Session</i> <u>UN Agency Posters Due</u>
10/20/11	Th	<i>Multinational Corporations & Development</i> Reading: HSB Chapt. 11
Week 9 10/25/11	T	<i>MNCs, Workers, and Globalization</i> Readings: (1) Nicholas D. Kristof and Sheryl WuDunn, 2000. "Two Cheers for Sweatshops." New York Times, 24 September. Available from http://www.eco.utexas.edu/faculty/Hamermesh/sweatshops.htm Accessed 2 August 2005. (ERES) (2) Gordon, Jesse. The Sweat Behind the Shirt: The Labor History of Gap Sweatshirt. In <i>Globalization: The Transformation of Social Worlds</i> , ed. D. Stanley Eitzen and Maxine Baca Zinc, p. 97. Belmont, CA: Thomson Wadsworth, 2006. (ERES) (3) Matteson, Corey, Marie Ayer, and Daniela Mijal Gerson. 2006. "The Maquila in Guatemala: Facts and Trends." In <i>Beyond Borders: Thinking Critically about Global Issues</i> , 481-487. New York, NY: Worth Publishers. (ERES)
10/27/11	Th	Movie & discussion: Mendonça, Maisa, and Medea Benjamin. 1998. <i>Sweating for a T-Shirt</i> San Francisco, CA: Global Exchange. (TS)
Week 10 11/1/11	T	<i>Local & Community Based Development</i> Reading: HSB Chapt. 12
11/3/11	Th	<u>Exam #2</u>
Week 11 11/8/11	T	<i>Poverty & Exclusion</i> Reading: (1) HSB Chapt. 13
11/10/11	Th	<i>The Environment & Sustainable Development</i> Reading: HSB Chapt. 17 Movie & discussion: Wackernagel, Mathis and William E. Rees. 2005. <i>The Ecological Footprint: Accounting for a Small Planet</i> . Oley, PA: Bullfrog Films. (ML) <u>Global footprint print out due at the beginning of class!</u>
Week 12 11/15/11	T	<i>The Social Construction of Over-consumption</i> Reading: Robbins, Richard H. 2002. "Environment and Consumption" In <i>Global Problems and the Culture of Capitalism</i> , 2 nd ed., 194-220. Boston, MA: Allyn & Bacon. (ERES)
11/17/11	Th	<i>Rural Development Issues</i> Reading: HSB Chapt. 18 <u>Sustainability Paper due</u>
Week 13 11/22/11	T	<i>Rural-Urban Migration & Development</i> Reading: Mills, Mary Beth. 2008. "From the Village to the Factory." In <i>Exploring Social Life</i> , ed. James M. Henslin, 73-84. Boston, MA: Pearson. (ERES)

11/24/11	Th	No Class—Happy Thanksgiving!
Week 14 11/29/11	T	<i>Indigenous Peoples & Development</i> Reading: HSB Chapt. 23
12/1/11	Th	<i>China, Internal Colonization, and Ethnic Minorities</i> Reading: TBA
Week 15 12/6/11	T	<i>Case Study: China, Globalization, & Development</i> Reading: HSB pp. 485-497 Movie & Discussion: Cauchard, Jean-Yves and Mathias Lavergne. 2007. <i>Made in China</i> . San Francisco, CA: California Newsreel. (ML)
12/8/11	Th	Course summary, review, & course evaluations
12/14/11	W	<i>Final exam held from 10:10-12:10 in our regular room. GOOD LUCK!</i>

ASSIGNMENTS

- I. **Personal Introduction Paper (Due date: 9/1/11)** *This paper will count towards your participation grade.*
Write a 1-2 page paper introducing yourself to me. In your paper, please . . .
 - A. Tell me a little about yourself
 - B. Explain why you are interested in development.

2. **Film Analysis (Due Date: 9/20)**
Based on your understanding of the film “Ancient Futures: Learning from Ladakh,” (seen in class 9/15) write correctly cited 2-3 page typed, double-spaced essay on the following topic: (a) Using your understanding of modernization theory, discuss the main features of modernization in Ladakh and (b) evaluate the impacts of modernization on individuals, families, and communities.

3. **Small Group Poster Analyzing the Assigned UN Agency Related to Development (Due Date: 10/18/11 at beginning of class)**
 - a. With your small group, investigate the assigned UN Agency through material and reports available on its website.
 - b. Prepare an attractive, informative, easy to read, properly cited poster summarizing the following information using large font, photos, boxes, etc.
 - (1) The main development goal(s) of your agency
 - (2) The main program(s) or projects it is using to try to reach those goals
 - (3) Background information on approximate annual budget, number of staff employed, etc.
 - (4) Three country-specific cases summarizing and evaluating projects your agency has conducted within the past 3 or 4 years that illustrate the range of its activities. Be sure to evaluate whether or not each was successful (in your view and according to the agency’s documentation).
 - (5) Attach a reference list to the BACK of your poster.

See template and grading criteria to be distributed in class. Be prepared to answer questions about your agency or NGO posed by Dr. Sobie or other class members during the poster session.

4. **Global Footprint Report Print Out (Due Date: 11/10/11 at the beginning of class)** *This print out will count towards your participation grade.*
Please go to the website <http://www.ecofoot.org/> and complete the global footprint quiz. Please print or copy

out the report page at the end of the exercise.

5. Sustainability Paper (Due Date: 11/17/11)

Based on your understanding of the film “The Ecological Footprint: Accounting for a Small Planet” (seen in class 11/10), the internet site on global footprints, the Robbins reading, and class lecture, write a correctly cited 2 ½ -3 page typed, double-spaced paper. In your paper, (a) define sustainability, (b) explain why it is important to humanity, and (c) discuss why it is important for US citizens and businesses to move towards sustainability and how to do this.