

**Topics in Sustainable Development:
Comparative Approaches to Global Injustice and Social Inequality
Module II Spring 2017
Thursdays, 9:00-11:50AM
HS210f Room G1**

The Heller School for Social Policy and Management
Brandeis University
Sustainable International Development Graduate Program

Module II: Comparative Approaches to Global Injustice and Social Inequality
Spring 2017
Prof. Joan Dassin, Ph.D.
jdassin@brandeis.edu
Office Hours: by appointment

University Notices:

1. If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.
2. You are expected to be honest in all of your academic work. The University policy on academic honesty is distributed annually as section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty are subject to possible judicial action. Potential sanctions include failure in the course and suspension from the University. If you have any questions about this policy, please ask.

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Course Description

SDG Goal #1 seeks “an end to poverty in all its forms everywhere” (<https://sustainabledevelopment.un.org/sdg1>). Between 2002 and 2012 the proportion of the global population living under the poverty line dropped by half from 26% to 13%. It could fall even further, to 4% up to 6%, assuming a steady economic growth rate comparable to the past 10 or 20 years, and “assuming that growth benefits all income groups of the population” (<https://sustainabledevelopment.un.org/sdg1>). Reducing poverty thus depends on reducing inequality, both within and among countries. This is

the purpose of SDG #10, which seeks to reduce address disparities based on income but also on “age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country” <https://sustainabledevelopment.un.org/sdg10>

Beyond the current generation of SDGs, writers and social theorists have long debated the interrelated dynamics of poverty, inequality and social injustice. Beginning with seminal critiques of colonialism and Western domination, the course will trace how these ideas inform the current choices of policymakers and development practitioners who seek to address deeply entrenched social divisions and injustices in their societies. We will use a case study approach – focusing on South Africa, India and Brazil but with reference to other countries in their respective regions – to compare and contrast different understandings and interpretations of the origins of poverty, inequality and injustice, and to assess the relevance of these views to current global models of development policy and practice.

The first three class sessions will explore themes of marginalization, Western domination and post-colonial critiques of development models as seen by classic and contemporary writers. Sessions four through six will delve into the current situation of countries marked by persistent poverty and deep structural inequalities. We will consider policies and programs designed to address these intertwined realities, looking for successful examples from different world regions. Session seven will examine policies and philosophies of development based on conceptions of global justice and equality. As development scholars and practitioners, we will pay special attention to the relationship between academic research, policy formation and program implementation and evaluation as it informs and leads to measurable social change.

Specific Goals:

- To gain knowledge of selected historical and philosophical views of poverty, inequality and marginalization
- To ‘deconstruct’ the underlying politics and philosophies of different development models
- To apply a ‘gendered approach’ to questions of poverty, inequality and marginalization
- To understand the relationship between poverty, inequality and marginalization as reflected in diverse country and regional contexts
- To analyze the role and impact of selected institutions, policies and programs working on these issues
- To enable students to conduct research and analysis on the course topics and help students apply the information they learn in the course to a development problem of interest to them.

Core Competency Statement:

This course teaches concepts and skills that have been identified as core competencies for the SID masters degree. Sessions 1 – 7 of the course fulfill the core competencies through readings emphasizing the historical background of development issues (#1) and the interdependence of social, political, cultural and economic systems that shape development outcomes (#2). The reading material and discussions will familiarize students with systems, structures and institutions that shape contemporary development problems (#3). They also emphasize the importance of understanding empirical contexts to ground ideas and theories of development (#4) and the relativity of timeframes in which development processes unfold (#8). The course also satisfies the core competency on improving communications (#10), since students will analyze, discuss and write about a range of relevant texts, including policy reports and complex philosophical arguments by theoreticians of global justice and ethicists concerned with the development field.

Sustainable Development Statement:

Starting with classic views of oppression and marginalization, the course examines how poverty and inequality are intertwined in various countries. The course then examines a range of policies and programs that attempt to address these issues, which are central to the sustainable development goal of building equitable, stable and socially cohesive societies.

Race and Ethnicity Statement:

This course examines historical, philosophical and political concepts of poverty, inequality and injustice from a comparative perspective, as seen by thinkers and activists from different intellectual and cultural traditions. It is based on understanding perceptions of race, ethnicity, social class and other markers of 'difference' in contemporary societies, how those perceptions lead to bias and social exclusion, and how to assess policies designed to overcome those divisions.

Gender Perspective Statement:

By definition, the concerns of both women and men in development need to be considered both separately and together, recognizing that different societies employ diverse approaches to gender relations. Students will learn how to incorporate a gender lens into broader discussions of poverty, inequality and injustice. They will also investigate whether specific national policies lead to discriminatory practices that impede women's full participation in society, or condone stigmatization and violence against individuals or groups with diverse sexual preferences and gender identities.

Course Requirements

1. Attendance at all sessions
2. Prompt arrival
3. Preparation of all readings
4. Participation in class discussions and small group work, and leading class

- discussions as requested
5. Timely submission/presentation of assignments
 6. Class exercises and presentations
 7. Helpfulness to other students.

Your **Grade** will be calculated as follows

1. Class attendance and participation (12.5%)
Each student will start with 10 points. Each missed class will reduce the grade for this category by 1 point.
2. Class presentations on assignments (12.5%).
Each student will participate in one small group presentation. Students will also prepare informal individual presentations on the readings, and may be asked to lead class discussions.
3. Midterm Paper (25%).
Each student will submit a **4-5 page** midterm paper on one of the readings, due during the fourth week of class. (Single spaced, 12pt font, 1" margins.)
4. Final paper (50%) - Each student is required to submit a **6-8 page** final paper on a policy or program designed to address poverty and inequality in one or more of the countries or regions discussed in class. Due during the final week of class. (Single spaced, 12pt font, 1" margins.)

Writing assignments not submitted by the announced deadline will **NOT** be accepted. Students will receive a zero (0) for the missing assignment. No make-ups will be permitted.

Class Schedule and Readings:

Week 1: INTRODUCTION TO CLASSIC TEXTS FROM THE "THIRD WORLD"

This class will introduce powerful, original voices who described exploitation and injustice in pre- and post-independence periods in Africa and Latin America. Based on Allende's Foreward to *Open Veins* and Kam Kah's article about Nkrumah's work, we will juxtapose 'classic' texts with contemporary analysis.

Required:

Galeano, E. (1973). *Open Veins of Latin America*. New York: Monthly Review Press.

Read: Foreward: Isabel Allende, pp. ix-xvii

Chapter 1, "Lust for Gold, Lust for Silver," pp. 2-59

Chapter 5, "The Contemporary Structure of Plunder," pp. 205-262

Nkrumah, K. (1963). *Africa Must Unite*. New York: Frederick A. Praeger.

Read: Introduction, pp. ix-xvii

Chapter 1 – "The African Background," pp. 1-8

Chapter 2 – "The Colonial Imprint," pp. 9-19

Chapter 12 – "Reconstruction and Development," pp. 97-106

Chapter 18 – “Neocolonialism in Africa,” pp. 173-193

Henry Kam Kah (2012), ‘Africa Must Unite’ Vindicating Kwame Nkrumah and Uniting Africa Against Global Destruction,” *The Journal of Pan African Studies*, Vol. 4, No. 10, January 2012, pp.

Recommended:

Fanon, F. (2004). *The Wretched of the Earth*. (Richard Philcox, Trans.). New York: Grove Press. (Original work published 1963)

Read: Foreward: Framing Fanon, by Homi K. Bhabha, pp. vii-vliiii
Chapter 1 – “On Violence,” pp. 1-52

Week 2: POST-COLONIAL CRITIQUES OF DEVELOPMENT & SOUTHERN VOICES ON THE POST-2015 DEVELOPMENT AGENDA

This class will introduce the school of post-colonial and post-development critiques of Western development models. Students will learn how critical approaches to development have emphasized a primary link between historical systems of injustice and inequality and the challenges of development today. Students will also consider how contemporary ‘southern’ perspectives may contribute to today’s global development debates.

Required:

Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

Read:

Chapter 1, “Introduction: Development and the Anthropology of Modernity,” pp. 3-20
Chapter 2, “The Problematization of Poverty: The Tale of Three Worlds of Development,” pp. 21-54.

Ziai, A. (ed) (2007). *Exploring post-development theory and practice, problems and perspectives*. Milton Park and New York: Routledge.

Read:

Ziai, A. Introduction, “Development discourse and its critics: an introduction to post development,” pp. 1-17
Escobar, A. Chapter 2, “‘Post-development’ as concept and social practice, pp. 18-32.

Ordóñez A. (2014). Perspectives from the Global South in Post-2015. *SAIS Review of International Affairs*, Vol. 34, No. 2, Summer-Fall 2014, pp. 121-128.

Recommended:

Ahorro, Joseph (2008). The Waves of Post-Development Theory and a Consideration of the Philippines. *Canadian Political Science Association*. <https://cpsa-acsp.ca/papers-2008/Ahorro.pdf>

Loper, C. (2011). Critique of the Critique: Post-Development and Points of Criticism. *Global Politics*. 9.7. 2011. <http://www.globalpolitics.cz/clanky/critique-of-the-critique-post-development-and-points-of-criticism>

Week 3: Gender, Sexualities, Human Rights and Social Justice

This session focuses on theoretical and practical questions of gender, sexualities, inequality and development. Texts written over the past 30 years reflect the evolution of different views on these concepts. We ask how these evolving ideas have affected our thinking about development and social justice.

Required:

Sen, G. and Grown, C. (1988). *Third World Women's Perspectives: Development Alternatives with Women for a New Era (DAWN)*. London: Earthscan. (First published 1986)

Read: Section 1: Gender and Class in Development Experience, pp. 1-49
(Recommended: 'History' – DAWN Development Alternatives with Women for a New Era. (<http://www.dawnnet.org/feminist-resources/about/history>))

Nussbaum, M. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge University Press: Cambridge.

Read: Introduction: Feminism and International Development, Sections I-VI, pp. 1-33

Corrêa, S, Petchesky, R and Parker, R (2008). *Sexuality, Health and Human Rights*. Milton Park and New York: Routledge.

Read:

Introduction, pp. 1-12

Part One: Global 'Sex' Wars, Section 1, Landscaping Sexualities, pp.15-33

Part Three: The Promises and Limits of Sexual Rights, Section 7, On the Indispensability and Insufficiency of Human Rights, pp. 151-163.

Week 4: CASE STUDIES– SOUTH AFRICA/AFRICA

This class explores South Africa, the first case study in the course. We begin with selections by Steve Biko, a murdered journalist and one of South Africa's great freedom fighters. We keep Biko's themes in mind as we review contemporary data on economic and social inequality, and analyze the country's failure to overcome the legacy of apartheid.

Required:

Biko, Steve (2002). *I Write What I like: Selected Writings*. Chicago: University of Chicago Press. (Originally published 1978).

Read: Introductory material and sections 1 (Biographical Summary), 5 (Black Souls in White Skins), 6 (We Blacks), 11 (White Racism and Black Consciousness), 18 (Our Struggle for Liberation) and 19 (On Death).

https://books.google.com/books?id=l6HOxfMR6UUC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Jauch, H. and Muchena D. (eds) 2011. *Tearing us apart: Inequalities in Southern Africa*. Johannesburg and Windhoek: OSISA and LaRRI. Available online:

<http://osisa.org/books/economic-justice/regional/tearing-us-apart-inequalities-southern-africa>

Read: Introduction, pp. 1-12

Chapter 4, "Inequality in South Africa"

"Over the Rainbow." *The Economist*. (2012). Retrieved from:

<http://www.economist.com/news/briefing/21564829-it-has-made-progress-becoming-full-democracy-1994-failure-leadership-means>

"'Black economic empowerment has failed': Piketty on South African inequality." *The Guardian* Feb 2016. <https://www.theguardian.com/world/2015/oct/06/piketty-south-africa-inequality-nelson-mandela-lecture>

Recommended:

Gordimer, N. (2013). *The Barrel of the Apartheid Gun*. Retrieved from: <http://www.guernicamag.com/features/the-barrel-of-the-apartheid-gun/>

Gordimer, N. (1981). *July's People*. New York: Viking Press.

Mandela, N. (1994). *Long Walk to Freedom: the Autobiography of Nelson Mandela*. Boston: Little, Brown.

Week 5: CASE STUDIES: INDIA/ASIA

This class focuses on India/South Asia, the second case study. As in the previous session, we will ground our inquiry in writings by a voice rising from an oppressed group. We read a famous text by Dr. B.R. Ambedkar, a Dalit known for his fight against untouchability, accompanied by an analysis by Arundhati Roy, a well-known Indian novelist and writer. We will then examine the current state of poverty and inequality in contemporary India.

Required:

Ambedkar, B.R. (2004). *The Annihilation of Caste* (1936) Retrieved from: <http://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/index.html>

Read: Sections 1, 2 & 3; Appendix 1 (“A Vindication of Caste by Mahatma Gandhi” and “Appendix 2: A Reply to the Mahatma”)

For an annotated online version, see:

<file:///Users/joandassin/Desktop/Comparative%20Approaches%20copy/Social%20Exclusion%20-%20Final%20Syl%20&%20Sources/MSE%20%7C%20The%20Annihilation%20of%20Caste%20-%20Dr.%20B.%20R.%20Ambedkar.webarchive>

Roy, Arundhati (2014). *The Doctor and the Saint*. 2014. See video: https://archive.org/details/ArundhatiRoy-TheDoctorAndTheSaint-2014_328

Dev, S.M. (2016). *Economic Reforms, Poverty and Inequality*. Indira Gandhi Institute of Development Research, Mumbai, March 2016. <http://www.igidr.ac.in/pdf/publication/WP-2016-009.pdf>

Dreze, J. and Sen, A. (2011). “Putting Growth in Its Place”. *Outlook India Magazine*, 14 November 2011. <http://www.outlookindia.com/magazine/story/putting-growth-in-its-place/278843>

Recommended:

Jaffrelot, Dr. *Ambedkar and Untouchability, Fighting the Indian Caste System*. New York: Columbia University Press.

Read: Introduction: The First Dalit Leader in India, pp. 1-7.

https://books.google.com/books?id=W1590ts70g0C&printsec=frontcover&source=gbg_summary_r&cad=0#v=onepage&q&f=false

Da Haan, A. & Thorat, S. (2010). Addressing Group Inequalities: Social Inclusion Policies in China’s and India’s Rural Transformation. *Paper for International Conference ‘Dynamics of Rural Transformation in Emerging Economies.’* New Delhi.

Week 6: CASE STUDY – BRAZIL/LATIN AMERICA

This class explores the third case study of the class, focusing on Brazil/Latin America. First we will look at selections from the writings of Abdias do Nascimento, a founder of the black movement in Brazil. Abdias was a leading voice in debunking the ‘myth of racial democracy’ in Brazil. We will also look at economic and sociological data assessing the state of inequality and poverty in the country, as well as affirmative action and social protection policies aimed at reducing Brazil’s social and economic disparities.

Required:

Nascimento, A. (1989). *Brazil: Mixture or Massacre? Essays in the Genocide of a Black People*. Dover, Massachusetts: the Majority Press. Selections.

Affirmative Action in Brazil: Slavery's Legacy. *The Economist*, April 26, 2013.
<http://www.economist.com/blogs/americasview/2013/04/affirmative-action-brazil>

Slavery's Legacies. *The Economist*, September 10, 2016.
<http://www.economist.com/news/international/21706510-american-thinking-about-race-starting-influence-brazil-country-whose-population>

Holmes, R., Hugen-Zanker, J. and Vandermoortele (2011). *Brazil's Story: Social protection in Brazil: Impacts on poverty, inequality and growth*. London: Overseas Development Institute: London.
http://www.developmentprogress.org/sites/developmentprogress.org/files/brazil_social_protection.pdf

Recommended:

Cornia, G.A. & Martorano, B. (2011). Democracy, the New Left and Income Distribution: Latin America over the Last Decade. In Valpy FitzGerald, Judith Heyer and Rosemary Thorp (Eds.), *Overcoming the Persistence of Inequality and Poverty* (pp. 172-199). New York: Palgrave.

Marx, A.W. (1988). *Making Race and Nation: A Comparison of South Africa, the United States and Brazil*. Cambridge, U.K., New York: Cambridge University Press.

Telles, E.E. (2004). *Race in Another America. The Significance of Skin Color in Brazil*. Princeton University Press: Princeton.

Week 7: GLOBAL PERSPECTIVES: Inequality and Development

This last class reviews the current trend toward concentration of wealth and its implications for global justice and sustainable development. We also look at the impact of inequality on human development and the specific targets for Sustainable Development Goal (#10) on reducing inequalities. A final reading of a text by two contemporary philosophers provides a deeper understanding of disadvantage and injustice.

Required:

Oxfam: *An Economy for the 1%* (18 Jan 2016). Briefing Paper 210.
https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bp210-economy-one-percent-tax-havens-180116-en_0.pdf

Melamed, C. and Samman, E. (2013). *Equity, Inequality and Human Development in a Post-2015 Framework*. New York: UNDP Human Development Report Office.

Sustainable Development Goals: #10: Reduce inequality within and among countries
<http://www.un.org/sustainabledevelopment/inequality/>

Woolff, J. & de-Shalt, A. (2007). *Disadvantage*. Oxford: Oxford University Press. Excerpts.

Recommended:

de Vita, A. (2007) Inequality and Poverty in Global Perspective. In Thomas Pogge (Ed.), *Freedom from Poverty as a Human Right: Who owes what to the very poor?* (pp. 103-132). Oxford: Oxford University Press.

Ziai, A. (2007). *Exploring post-development theory and practice, problems and perspectives*. Milton Park and New York: Routledge.

Read:

Chapter 13, Agostino, A. "Post-development: Unveiling clues for a possible future", pp. 197-211.

Chapter 14, Haberman, F. and Ziai, A. "Development, internationalism and social movements: a view from the North," pp. 212-225.

Chapter 15, Ziai, A. "Concluding the exploration: post-development reconsidered," pp. 226-254.