

# Sociology of Development and Globalization

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*Sociology 127*  
*Fall 2013*

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Class Meetings: MWF 11-12

Location of Class: 50 Birge Hall

Office Hours: WF 12-1 and TTH 11-12

Location of Office Hours: TBD

## Course Description

In this course we will consider the various debates over development and globalization from post-WWII to the present, how the global economy and relationships between and within nations have changed during this period, the actors involved in shaping the nature of this change, and the social, economic and environmental outcomes of the prevailing way of conceiving of and structuring development and globalization. We will begin by examining the geopolitical context out of which the ideas of development and underdevelopment emerged, and how the concept was constructed. We will compare and contrast the different ways that Modernization theory, Dependency theory and World Systems theory explain this idea of underdevelopment, and how they argue it can be overcome. We will consider various explanations for the relative success of the East Asian NICs, as well as later what led up to the Asian Financial Crisis, and how it impacted Asia and the rest of the world. We will learn about how neoliberal policies came to be implemented throughout the world, the social, economic and environmental impacts of these policies, and how neoliberalism has reinvented itself in response to critiques of it. Throughout the course, we will examine the impact development theory has had on rural areas—from modernization theory to neoliberalism—and by extension its impact on urban areas. And, finally we will examine the issues and debates between countries over the question of governance of the global economy. In the process of discussing these various topics related to development and globalization, we will look at in-depth case studies of countries from throughout the world.

## Course Materials

There is one required book (which I have put on reserve at Moffitt Library):

McMichael, Philip. 2012. *Development and Social Change: A Global Perspective*. **Fifth Edition**. Thousand Oaks: Sage Publications.

All other readings are posted on our b-space site.

## **Grade Breakdown**

Participation	5%
Midterm I	30%
Midterm II	30%
Final Exam	35%

## **Participation**

There are three ways that you can show your engagement in the class. One way is to participate in any discussions that we have in class. Another way is to post current events related to class material on our class blog, along with a short comment explaining the connection and/or raising an interesting question for discussion; or post a comment on somebody else's blog posting. And, finally, you can also show your engagement in the course by coming and chatting with me about the material in office hours. You are not required to engage in all of these ways. The idea is that you have different options to choose from.

## **Exams**

There will be three exams, which will have short answer and short essays questions. The first midterm is on Friday September 27<sup>th</sup> and the second midterm is on Friday November 1<sup>st</sup>. The final exam is on Monday December 16<sup>th</sup> from 11:30-2:30.

## **Course Schedule**

### **Week 1 (8/30): Course Overview**

We will go over what will be covered in the course, as well as the course assignments and expectations.

### **Week 2 (9/4, 9/6): The Concept and Construction of Development**

We will examine the historical background and geopolitical context out of which the concepts of development and underdevelopment emerged, as well as consider the construction of development discourse.

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs. 26-54.

Escobar, Arturo. Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press, pgs 21-46 and 52-54.

### **Week 3 (9/9, 9/11, 9/13): Modernization Theory**

We will talk about the emergence of Modernization theory in the post-WWII period, the role it played within the larger geopolitical context, how it explained “underdevelopment,” its prescriptions for how to achieve development, and the role that countries of the “First World” were to play in facilitating the development of the “Third World.”

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs. 55-60.

Rostow, W. W. (1990). “The Five Stages of Growth.” In Development and Underdevelopment: The Political Economy of Global Inequality, eds. Seligson, Mitchell A. and John T. Passé-Smith. Boulder and London: Lynne Rienner Publishers, pgs 9-16.

Lipset, S. M. (1967). “Values, Education and Entrepreneurship.” In Elites in Latin America, edited by Lipset, S. M. and A. E. Solari. New York: Oxford University Press, pgs 3-9 and 40-41.

### **Week 4 (9/16, 9/18, 9/20): Food Aid, Green Revolution, and the Rural Impact**

We will discuss the impact of food aid on rural areas in the global south, how food aid was a vehicle for spreading Green Revolution technologies into the global south, how the Green Revolution transformed rural areas, and the social and ecological costs of it, as well as the urban bias of the import substitution industrialization (ISI) model of development. The topics covered this week illustrate some of the central ideas of modernization theory, as well as specific impacts on rural areas.

#### **Reading:**

Clapp, Jennifer. 2012. Food. Cambridge: Polity Press, pgs. 24-56.

### **Week 5 (9/23, 9/25, 9/27): Dependency Theory and World Systems Theory**

We will examine the emergence of Dependency theory in Latin America in the 1960s, its critiques of Modernization theory and ISI, how it explained “underdevelopment,” its prescriptions for how to achieve development, and continuities in the way development was conceptualized. We will also discuss World System theory.

#### **Reading:**

André Gunder Frank “The Development of Underdevelopment” from *Latin America: Underdevelopment or Revolution*, pages 3-17.

Cardoso, F. H. and E. Faletto (1979). Dependency and development in Latin America. Berkeley, University of California Press, pgs vii-7, 172-176.

Wallerstein, Immanuel. (1974). “Dependence in an Interdependent World: The Limited Possibilities of Transformation within the Capitalist World Economy.” *African Studies Review* 17, 1 (April): 1-23.

**MIDTERM I FRIDAY SEPTEMBER 27<sup>TH</sup>**

### **Week 6 (9/30, 10/2, 10/4): Newly Industrializing Countries (NICs)**

We will study some of the explanations for the relative success of the NICs, with an in-depth look at the case of South Korea. We will discuss the ideas of the developmental state, the developmental alliance with business, how the geopolitics of the Cold War shaped the distribution of U.S. aid in the global south, and the export-oriented model of industrialization.

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 63-67 and 80-82.

Hundt, David. 2009. Korea's Developmental Alliance: State, Capital and the Politics of Rapid Development. London and New York: Routledge, pgs 56-73.

### **Week 7 (10/7, 10/9, 10/11): The Rise of Neoliberalism**

We will discuss the economic and political context in the 1970s that facilitated the ascendance of neoliberalism, as well as an overview of the conditions tied to IMF loans.

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 112-134.

### **Week 8 (10/14, 10/16, 10/18): Trade Liberalization**

We will examine some of the international trade agreements negotiated in the WTO, as well as look at NAFTA and its social and economic impacts in Mexico.

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 135-148.

Gomez Cruz, Manuel Ángel and Rita Schwentesius Rindermann. 2009. "NAFTA's Impact on Mexican Agriculture: An Overview." In NAFTA and the Campesinos: The Impact of NAFTA on Small-Scale Agricultural Producers in Mexico and the Prospects for Change. Scranton and London: University of Scranton Press, pgs. 1-16.

### **Week 9 (10/21, 10/23, 10/25): Labor in the Global Economy**

Many of these neoliberal policies have resulted in economic displacement of large numbers of people in the global south, a growth in the informal economy and neoliberal "solutions," like export processing zones, have proven to be only temporary. Corporations based in the global north have increasingly outsourced production, transforming the labor market in these countries as well. We will examine these policies and how they have contributed to international migration.

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 153-174.

Sassen, Saskia. 1998. Globalization and Its Discontents: Essays on the New Mobility of People and Money. New York: The New Press, pgs. 31-50.

**Week 10 (10/28, 10/30, 11/1): Development and the Environment**

We will discuss the environmental impact of globalized production, neoliberalism's export-oriented development model, and an increasingly global consumerist culture. We will read an article on China that describes how increasing global integration has impacted the environment in China, and environmental policymaking in China. We will also examine some international initiatives that seek to address global environmental issues.

**Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 244-249 and pgs 251-261.

Ma, Stephen K. 2008. "Environmental Management in China: Globalization and its Challenges." In Global Environmental Challenges: Perspectives from the South. Eds. Jordi Díez and O.P. Dwivedi. New York: Broadview Press.

**MIDTERM II FRIDAY NOVEMBER 1<sup>st</sup>**

**Week 11 (11/4, 11/6, 11/8): Global Finance**

We will examine the impacts of financial liberalization. We will discuss the rise of vulture funds, speculation in the agricultural commodities futures markets (and subsequent volatility in the price of food), currency speculation (and the subsequent Asian financial crisis and its global impact), as well as the IMF response to the Asian Financial Crisis.

**Reading:**

Sharma, Shalendra D. 2003. The Asian Financial Crisis: Crisis, Reform and Recovery. Manchester and New York: Manchester University Press, pgs 1-55.

**Week 12 (11/13, 11/15): Governance of the Global Economy: Issues and Debates**

We will look at how decision-making in the WTO is often in contradiction with its formally democratic structures, and examine debates over whether labor and environmental standards should be included in the WTO, as well as debates over the question of how development considerations should factor into WTO agreements.

**Reading:**

Evans, Peter. 2000. "Economic Governance Institutions in a Global Political Economy: Implications for Developing Countries." Presented at UNCTAD X High-Level Round Table, in Bangkok.

Khor, Martin. 2003. "Mainstreaming Development in Trade and Finance: A Key to Global Partnership." *UNDP Development Policy Journal*.

**Week 13 (11/18, 11/20, 11/22): Social Movement Critiques and Alternatives: *Via Campesina* and Indigenous Movements in Latin America**

We will take a look at critiques of the prevailing conceptualization and approach to development and globalization by *Via Campesina*, a global movement of small farmers that was formed in response to agriculture being brought into GATT/WTO negotiations, and by indigenous movements in Latin America that question the way we have defined development and the extractive approach to achieving it. We will also consider the alternatives advocated by these groups.

**Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 207-213.

La Via Campesina. 2009. "La Via Campesina Policy Documents: 5<sup>th</sup> Conference Mozambique, 16<sup>th</sup> to 23<sup>rd</sup> October, 2008," pgs. 40-64, 130-133, 147-151, and 182-190.

**Week 14 (11/25, 11/27): Neoliberalism Reinventing Itself: Green Neoliberalism and the Rise of the "Sustainability Project"**

We will examine the ways the World Bank—a key actor in defining and diffusing the dominant model of development, analyzing and assessing the state of development in any particular country, making development prescriptions, and funding development projects—has responded to the social, economic and ecological crises and critiques in the wake of the widespread implementation of neoliberal policies. We will look at the policies the World Bank is currently emphasizing, as well as, more generally, the rise of the "Sustainability Project."

**Reading:**

Goldman, Michael. 2005. Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization. New Haven: Yale University Press, pgs 1-45.

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 266-283.

**Week 15 (12/2, 12/4, 12/6): Course Wrap-Up and Final Discussion**

In the final week of class, we will reflect on the various ideas raised over the course of the semester about development and proposals for achieving it, as well as ideas about globalization and how it should be structured and managed. We will discuss how you think these various issues and debates should be resolved.

**FINAL EXAM MONDAY DECEMBER 16<sup>TH</sup> 11:30-2:30**

## U.C. Berkeley Honor Code

**The student community at UC Berkeley has adopted the following Honor Code:**

"As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The hope and expectation is that you will adhere to this code.

**Collaboration and Independence:** Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one's own independent work.

**Cheating:** A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams.

**Plagiarism:** To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example: <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

**Academic Integrity and Ethics:** Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing – furthering knowledge for the benefit of humanity.

Your experience as a student at UC Berkeley is hopefully fueled by passion for learning and replete with fulfilling activities. And we also appreciate that being a student may be stressful. There may be times when there is temptation to engage in some kind of cheating in order to improve a grade or otherwise advance your career. This could be as blatant as having someone else sit for you in an exam, or submitting a written assignment that has been copied from another source. And it could be as subtle as glancing at a fellow student's exam when you are unsure of an answer to a question and are looking for some confirmation. One might do any of these things and potentially not get caught. However, if you cheat, no matter how much you may have learned in this class, you have failed to learn perhaps the most important lesson of all.

