

Sociology of Development and Globalization

Sociology 127
Fall 2016

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Class Meetings: TuTh 12:30-2:00

Location of Class: 160 Kroeber

Office Hours: Fridays 1-2, or by appointment

Location of Office Hours: Free Speech
Movement Café



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 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 consider various theories of development, approaches to development and their outcomes, as well as explore three topics in-depth (labor in today's global economy, global finance, and the environment). We will conclude the course by considering alternative approaches to pursuing development, and alternative conceptualizations of development that have emerged on the grassroots, local level throughout the world. Over the course of the semester we will compare and contrast the development experiences of countries in different regions of the world.

Learning Objectives

1. Students will be able to identify the actors who have shaped the dominant understanding of development in different historical periods.
2. Students will be able to analyze the underlying assumptions of the various ideologies of development over time.
3. Students will be able to identify and describe the rationale for and critiques of development policies and programs that have been pursued, and will be able to evaluate their various impacts.
4. Students will be able to analyze why we see some of the variation in development that exists across countries and regions.
5. Students will be able to analyze the causes of global financial instability, and be able to evaluate the various impacts on development.

6. Students will be able to analyze how the organization of work has been transformed over the last three and half decades, and the implications for labor and society more broadly.
7. Students will be able to evaluate the environmental impact of development as it is defined and pursued today, as well as be able to analyze the rationale for, and critiques of, the dominant solutions employed in the pursuit of “sustainable development.”
8. Students will be able to identify and evaluate some of the alternative ways of approaching development being pursued today.

Course Requirements & Grade Breakdown

Participation/Clicker	5%
Quizzes	15%
Wikipedia Project & Research Paper	25%
Exam I	25%
Exam II	30%

Course Expectations

According to the Academic Senate Regulation 760: “The value of a course in units shall be reckoned at the rate of one unit for three hours’ work per week per term on the part of a student, or the equivalent.” This is a four-unit course, which means you are expected to spend on average 12 hours per week on this course. There are three hours per week of class time. That leaves 9 hours per week of work outside of class time.

Participation/Clicker

You will need to purchase an iclicker remote and register it. The clicker will be used to make lecture more interactive. I generally don’t ask questions that have a “right” answer, but rather questions that I think will generate discussion and debate. I actually prefer it when responses are relatively evenly divided across the response options because that means that there is something to actually discuss and debate!

The mobile application, i>clicker GO will not be allowed. To receive credit for the responses you submit with i>clicker, you must register by September 23rd. During class, I will ask clicker questions. *If you answer 75% of the clicker questions each class meeting*, then you will get a point for the day. How you answer the question does not determine whether or not you get a point. In other words, your answers are not graded. If you come in late or leave early, you may miss clicker questions and not get a point for the day.

I will drop the bottom six participation scores. In other words, you have six opportunities to miss class, or arrive late and miss clicker opportunities, or forget your clicker, or discover that your clicker battery isn’t working before it negatively impacts your participation/clicker grade. The clicker data is automatically uploaded to our bcourses site so I will not be manually adjusting clicker points if, for example, you come up to me after class and tell me that you are

present, but forgot your clicker. This is why I drop the bottom six zeroes to cover situations like that.

In cases where students are found using more than one iclicker (that is helping somebody else cheat), the students linked to both iclickers will forfeit all clicker points for the whole semester.

Wikipedia Project & Research Paper

We are partnering with the Wiki Education Foundation this semester to contribute to strengthening and expanding Wikipedia. The assignment is broken into a number of small sub-assignments and class activities. You will provide feedback (grounded in academic research) on an existing Wikipedia article on a topic related to our course content. You will also make a small contribution to an underdeveloped Wikipedia article. And, finally, you will write a research paper that is 7-8 pages long. You will choose a topic for your research paper based on a content gap that you identified in Wikipedia. In your research paper you will explore a topic of interest to you (that is related to the course content), read and analyze the academic research on the topic, and write an essay that makes an argument that is supported by evidence from academic sources. Your research paper is a separate (but related) project that will not be posted on Wikipedia (as it is a different style of writing with a different intent). If you want to continue (on your own) contributing to Wikipedia based on the research that you do for this paper, you are welcome to, but it will not be factored into your grade for the assignment.

Quizzes

We will have regular quizzes throughout the semester. These quizzes are meant to provide you regular feedback on your degree of mastery of the course content. They are also meant to encourage you to keep up with the material, and to reinforce the material on a regular basis (and while it is still fresh in your mind) to help you retain the material. Being continuously engaged in the course material over the course of the semester will facilitate your learning.

Exams

There will be two essay exams. The regular quizzes throughout the semester should help ensure that you have mastery of the course content going into these essay exams. In the essay exams, you will be challenged to analyze the material that you have learned and write an essay with a clear argument supported by evidence from the assigned readings. If for some reason you cannot make these dates, accommodations will be *considered* only in cases where students *present in writing (via email) a request at the beginning of the semester.*

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 expectation is that you will adhere to this code.

Plagiarism Policy

Plagiarism involves taking the work and/or ideas of others and claiming that they are your own. Plagiarism includes such practices as cutting and pasting sentences from other sources (that are not put in quotation marks followed by the citation of the source), presenting an idea you took from a source as your own idea, and submitting a paper that was not 100% written by you. For additional information on plagiarism and how to avoid it:

<http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>. In cases of plagiarism or cheating, you will receive a zero on the assignment or exam, and will be reported to the university's Center for Student Conduct.

Late Policy

My late policy is generally that an assignment will be marked down a third of a grade for each day late (e.g., an A paper will be lowered to an A- if it is one day late and to a B+ if it is two days late). If you experience some type of emergency or unexpected issue that prevents you from completing your assignment on time, or you work out something in advance with me, then your grade will not be lowered.

Electronics Policy

I find electronics in the classroom to be distracting. This includes cell phones, computers, and tablets. Please don't use or look at them in this class. I won't deny that I am also addicted to all of these gadgets, but I think that it is valuable to have moments in the day when you set them aside and direct your full attention to one activity. The ability to do this and concentrate deeply on something, in my opinion, seems to be getting lost in this era of gadgets. Exceptions on the laptop policy will be made for DSP accommodations that require note takers that need to use computers. Please come see me at the beginning of the semester.

Bcourses

You should be looking at our bcourses site on a daily basis. For each week, there is a page that lays out the expectations for that week, and most of our course readings are in PDF format on bcourses, or you can find links to the assigned e-books in the library. I will also periodically send out announcements to the class via bcourses. Be sure that your bcourse settings are such that you receive email notifications when there is activity on bcourses. Please see the extended syllabus on our bcourses site for general university policies.

Office Hours

I really would like to get to know each of you in this class so I encourage you to come chat with me in office hours. I promise that I am not intimidating! You don't have to have a particular question in mind. Come introduce yourself! We can talk about course material or development more generally, or Latin America among other topics. I will be holding office hours on Fridays at Free Speech Movement Café from 11-2. I am teaching three courses this semester and each course has a designated hour within that time frame. For SOC 127, that is from 1-2. During this slot, SOC 127 students will get priority attention. If you cannot make that slot, you are welcome

to come some time between 11-1, but during those periods students from my other courses will have priority. If you are not available to meet Friday anytime between 11-2, you can also email me to make an appointment for another time (but I would prefer – if you can – that you come see me during this three-hour period that I have set aside for office hours). I am trying this arrangement out this semester because last semester it was difficult at times for students from my smaller classes to get the opportunity to meet with me in office hours because I often had a large number of students from my largest class, and setting up appointment slots didn't work out very well either.

Course Materials

On our bcourses site, you can find links to the readings that are online, as well as PDFs for other readings. In addition to these readings, there is one required book:

Clapp, Jennifer. 2012. Food. Cambridge: Polity Press.

Course Schedule

August 25th: Course Overview

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

Homework:

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

August 30th: Historical Background and The Emergence of the Project of Development

While the course focuses on the period post-WWII to the present, I will begin by discussing how new ways of thinking about nature were introduced through colonialism, how colonial economies were shaped and the relationship between the colonies and industrialization in Europe. Then we will shift our attention to the post-WWII geopolitical context out of which the discourse of development and underdevelopment emerged. We will also consider how development has been measured (indicators such as GDP and HDI) and critiques of these measures.

Learning Objectives

- Understand how the colonial period shaped territories that later became independent countries, and how this in turn shaped the dominant understanding of and approach to development.
- Understand the origins of some of the key institutional actors in development today, their intended purpose, their structure, and the power dynamics within these institutions.
- Understand how the global geopolitical context of the post-WWII period shaped development discourse and the emergence of the “development project.”
- Understand how development was defined and measured, and what this definition and the associated measurements overlooked.

Homework:

- Escobar, Arturo. Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press, pgs 21-46 and 52-54.
- Watch first hour of the documentary Battle of Ideas Episode 1 (**stop at 58:09** – later in the semester I will ask you to watch the rest of the documentary):
https://www.youtube.com/watch?v=MCYU_HviAh0

September 1st: 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.”

Learning Objectives

- Understand Rostows and Lipset’s theories, the assumptions underlying modernization theory, and the key common characteristics of the modernization school.
- Be able to critically analyze modernization theory.

Homework:

- So, Alvin Y. 1990. Social Change and Development: Modernization, Dependency, and World-Systems Theory. Newbury Park, London and New Delhi: Sage Publications, pgs. 17-37.
- 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.

September 6th & 8th: Technological Modernization in Agriculture

During this week, we will look at both the introduction of the industrial model of agriculture into the Global South beginning in the 1950s, which has been called The Green Revolution, and the introduction of biotechnology into the agricultural sector beginning in the 1990s, which has been called The Gene Revolution. We will consider the various impacts of this technological modernization in the agricultural sector. Specifically, we will look at how The Green Revolution played out in India and how the Gene Revolution played out in Argentina.

Learning Objectives

- Understand the logic behind The Green Revolution, the timing of its implementation in the global south, the actors involved in the Green Revolution, how the Green Revolution fit into the dominant development theory of the time, and the various social, economic and ecological impacts of it.
- Understand the impact of the Green Revolution in India and the Gene Revolution in Argentina.

- Understand the ways in which the Green Revolution and the Gene Revolution are similar and different.

Homework

- Clapp, Jennifer. 2012. Food. Cambridge: Polity Press, pgs. 24-56.
- Watch film on soy production in Argentina:
<https://www.youtube.com/watch?v=JxATngnqgv8>

September 13th: International Aid

We will examine the history of international aid, as well as critiques of the way aid has been distributed. We will focus on the experience of countries in Africa. During this week, we will also consider food aid within the larger geopolitical context of the 1950s and 1960s, and discuss the impact of food aid on rural areas in the global south.

Learning Objectives

- Understand the post-war food regime, how geopolitics shaped it, as well as how food aid was distributed and its impact.
- Understand the history of aid more generally, the role of geopolitics in its distribution, the various motivations and actors involved in disseminating aid, and the impact aid has had on the global south.
- Understand the critiques of aid, and the arguments in favor of aid.

Homework

- Eyben, Rosalind. 2014. International Aid and the Making of a Better World. London and New York: Routledge, pgs. 22-42.
- Webster, Andrew. 1997. Introduction to the Sociology of Development. Palgrave MacMillan, pgs. 149-171.

September 15th: Dependency 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 look specifically at Brazil’s development experience in the post-WWII period.

Learning Objectives

- Understand the rationale behind ISI, the policies that were part of the ISI strategy, as well as the different phases of ISI.
- Understand how the implementation of ISI, the Green Revolution, and more broadly Modernization theory’s ideas played out in Brazil.
- Identify some of the assumptions of Modernization theory, and in what ways these assumptions failed to hold true in the case of Brazil and why.
- Understand Dependency Theory, when it emerged, what it was responding to, its analysis of underdevelopment and prescription for development, as well as how it differs from Modernization Theory.

Homework

- André Gunder Frank. 1969. Latin America: Underdevelopment or Revolution, pgs 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.

Wikipedia Assignment 1 Due 9/18 – Trainings & Setting up an Account

September 20th & 22nd: Newly Industrializing Countries (NICs), the Developmental State, and the Post-Developmental State

We will study some of the explanations for the rapid economic growth of the NICs. We will discuss the ideas of the developmental state, the developmental alliance with business, and the export-oriented model of industrialization (EOI). We will consider the cases of South Korea, Taiwan and Singapore, as well as how the developmental state in these countries changed over the last several decades.

Learning Objectives

- Understand the various explanations for the NICs rapid economic growth.
- Understand EOI, how it is distinct from ISI, and why countries like South Korea and Singapore pursued it.
- Understand how the specific characteristics of South Korea and Singapore shaped their respective development paths.
- Understand the characteristics of the developmental state and the characteristics of the post-developmental state/platform state, as well as understand the key differences between the two types of states.
- Understand the various positions and debates around the question of the relationship between democracy and development (including Chibber's, Moyo's, and Sen's arguments).

Homework

- Chibber, Vivek. 2014. "The Developmental State in Retrospect and Prospect: Lessons from India and South Korea." In The End of the Developmental State? Ed. Williams, Michelle. New York: Routledge, pgs. 30-54.
- Wang, Jenn-Hwan. 2014 "Developmental State in Transition: The State and the Development of Taiwan's Biopharmaceutical Industry." In The End of the Developmental State? Ed. Williams, Michelle. New York: Routledge, pgs. 84-101.

Wikipedia Assignment #2 Due 9/25 – Critique an Article

September 27th World Systems Theory

We will discuss World Systems theory, including the ways in which it is similar to and different from Dependency theory, as well as Robinson's critiques of World Systems theory and his Global Capitalism approach.

Learning Objectives

- Understand the key characteristics of the World Systems Theory perspective, and how it is similar to and different from both Modernization Theory and Dependency Theory.

- Understand Robinson's critiques of World Systems Theory and the main differences between their two perspectives.
- Be able to critically evaluate both World Systems Theory and Robinson's Global Capitalism Approach.
- Understand how production was reorganized to be global in nature (the global commodity chain).

Homework

- So, Alvin Y. 1990. Social Change and Development: Modernization, Dependency, and World-Systems Theory. Newbury Park, London and New Delhi: Sage Publications, pgs. 169-199.
- Robinson, William I. 2011. "Globalization and the Sociology of Immanuel Wallerstein: A Critical Appraisal." *International Sociology*, pgs 1-23.

September 29th Midterm Exam

October 4th: The Rise of Neoliberalism

We will discuss the economic and political context in the 1970s that facilitated the ascendance of neoliberal ideas over Keynesian ideas in policymaking, what produced the debt crisis, the role of the IMF and an overview of the conditions tied to IMF loans.

Learning Objectives

- Understand the policies that are part of the neoliberal development model, and how these policies came to be implemented in many countries throughout the world.

Homework

- Watch the second hour of the documentary Battle of Ideas Episode 1 (**begin at 58:09** and watch through the end): https://www.youtube.com/watch?v=MCYU_HviAh0

October 6th: Labor in the Global Economy

We will consider the specific impact of these neoliberal policies on labor in both the global north and the global south. We will examine the expansion of the informal economy in many countries in the global south, the "race-to-the-bottom" argument about wages in the global economy, as well as what has been termed the "flexibilization of labor." Our readings for this class focus on Brazil and China.

Learning Objectives

- Understand how the various policies associated with the neoliberal program (e.g., trade liberalization, privatization, etc.) specifically impacted labor.
- Understand the economic rationale for and the social impacts of the flexibilization or casualization of labor.
- Be able to critically evaluate the "race-to-the-bottom" thesis.

Homework

- Jakobsen, Kjeld and Alexandre de Freitas Barbosa. 2008. "Neoliberal Policies, Labour Market Restructuring and Social Exclusion: Brazil's Working Class Response." In Labour

and the Challenges of Globalization, Eds. Bieler, Andreas, Lindberg, Ingemar, and Devan Pillay. South Africa: University of KwaZulu-Natal Press, pgs. 115-138.

- Silver, Beverly J. and Lu Zhang. 2009. "China as Emerging Epicenter of World Labor Unrest" In China and the Transformation of Global Capitalism. Ed. Ho-Fung Hung. Baltimore: Johns Hopkins Press.

Wikipedia Assignment #3 Due 10/9 – Add to an Article

October 11th, 13th, 18th & 20th Global Finance

We will examine the impacts of financial liberalization on development. We will discuss currency speculation (and the subsequent Asian financial crisis and its global impact), the rise of vulture funds (and the implications for sovereign debt restructuring), speculation in the agricultural commodities futures markets (and subsequent volatility in the price of food), as well as the 2008 financial crisis.

Learning Goals

- Understand financial liberalization, the timing of its implementation, the economic rationale, the various outcomes, and how it has transformed the larger global context in which countries pursue development.
- Understand the role of global investors in the global economy and how countries respond to their presence as they seek to pursue development.
- Understand the role of the IMF in these economic crises.
- Understand how the actions of global investors can impact countries, and the consequences for development.

Assigned Reading

- Chang, Ha-Joon. 2006. The East Asian Development Experience: The Miracle, the Crisis and the Future. London and New York: Zed Books, pgs. 207-223.
- Clapp, Jennifer. 2012. Food. Cambridge: Polity Press, pgs. 125-157.
- Ostry, Jonathan D., Loungani, Prakesh, and Davide Furceri. 2016. "Neoliberalism: Oversold?" *Finance & Development*, Vol. 53, No. 2. Washington D.C.: International Monetary Fund.
- Watch The Inside Job

Annotated Bibliography Due 10/23

October 25th, October 27th & November 1st: Development and the Environment

We will discuss the environmental impact of the global economy as it is structured today, neoliberalism's export-oriented development model, and an increasingly global consumerist culture. Specifically, we will examine the issue of climate change. We will take a look at some of the international initiatives that seek to address global environmental issues. We will also 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 consider the policies the World Bank is currently emphasizing, as well as, more generally, the rise of the "Sustainability Project."

Learning Goals

- Understand how and why environmental concerns came to hold greater importance over the period post-WWII to the present, and the international responses to date.
- Understand the “sustainability project” and the various notions of how to pursue sustainable development.
- Understand the impacts of climate change, the challenges and shortcomings of international efforts to address it, the distribution of the impacts of climate change and the implications for development, the various views on carbon markets as a solution to climate change, and the arguments for a de-growth strategy and community-based economies.

Assigned 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.
- Reid, Hannah. 2014. Climate Change and Human Development. London: Zed Books, pgs. 1-17.
- EPA Brochure on Climate Change: <http://www.epa.gov/climatechange/pdfs/CI-brochure-2014.pdf>
- Böhm, Steffen and Siddhartha Dhabhi. 2009. Upsetting the Offset: The Political Economy of Carbon Markets. U.K.: Mayfly Books, pgs 9-24.

November 3rd Alternative Ideas: South-South Development

We will discuss the idea of South-South development, which has been promoted by major international institutions and some governments as an alternative approach to pursuing development. We will examine how one such development project – the Brazilian agricultural project ProSavana in Mozambique – played out.

Learning Goals

- Understand the idea behind South-South development, how it has played out in practice, and why.
- Be able to evaluate the possibilities and/or limitations of South-South development as an alternative.

Assigned Reading

- United Nations Development Program on South-South Development: http://ssc.undp.org/content/ssc/about/what_is_ssc.html
- Wolford, Wendy. Forthcoming. “Constructing Parallels: Brazilian Experts, Expertise and the Commodification of Land, Labor and Capital in Mozambique.”

November 8th Alternative Ideas: Social Movement Alternatives

In this last part of the course, we will examine and evaluate critiques of development as it has been defined and pursued, as well as a number of alternative ideas about development offered by social movements.

Learning Goals

- Understand the main critiques coming from social movements of the dominant way of defining and pursuing development.
- Think critically about how we have framed development and what this overlooks in “developed” countries.
- Understand the types of alternatives promoted by social movements, and how they differ from the dominant understanding and approach to development.

Assigned Reading

- McMichael, Philip. 2010. “Changing the Subject of Development.” In Contesting Development: Critical Struggles for Social Change. Ed. Philip McMichael. New York and London: Routledge.
- Reid, Hannah. 2014. Climate Change and Human Development. London: Zed Books, pgs. 233-250.

November 10th Alternative Ideas: Agroecology

We will discuss agroecology as an alternative way to organize and produce food, as well as the rural development model promoted by social movements like the MST in Brazil and the global social movement Via Campesina.

Learning Goals

- Understand how agroecological production is distinct from the industrial model of agriculture.
- Understand the rural development model promoted by the MST and Via Campesina, including their concept of food sovereignty and how that differs from dominant understandings of how to ensure food security.
- Be able to evaluate the possibilities and/or limitations of agroecology, food sovereignty, and this alternative model of rural development.

Assigned Reading

- Méndez, Ernesto, Bacon, Christopher M. and Roseann Cohen. 2015. “Agroecology as a Transdisciplinary, Participatory and Action-Oriented Approach.” In Agroecology: A Transdisciplinary, Participatory and Action-Oriented Approach. Eds. Méndez, Ernesto, Bacon, Christopher M., Cohen, Roseann and Stephen R. Gliessman. Boca Raton: CRC Press, pgs. 1-16.
- Watch: Soil, Struggle & Justice: Agroecology in the Brazilian Landless Movement (<https://www.youtube.com/watch?v=eq3KJMLH3Bk>)

Research Paper Due 11/13

November 15th Alternative Ideas: Living Well versus Living Better

We will examine the concept of Living Well that was enshrined in Bolivia’s constitution, and the conflicts that have arisen around development between some indigenous groups and the “post-neoliberal” government of Evo Morales.

Learning Goals

- Understand the concept of Living Well, how it is different from the dominant understanding of development, and why conflict has arisen between the Bolivian government and some indigenous groups.
- Be able to evaluate the possibilities and/or limitations of the concept of Living Well.

Assigned Reading

- Hindery, Derrick. 2013. From Enron to Evo: Pipeline Politics, Global Environmentalism, and Indigenous Rights in Bolivia. Tucson: The University of Arizona Press, pgs. 164-184.

November 17th Alternative Ideas: Gross National Happiness

We will learn about and evaluate development in Bhutan, including the country's concept of Gross National Happiness.

Learning Goals

- Understand the concept of gross national happiness and how it is implemented in Bhutan.
- Be able to evaluate the possibilities and/or limitations of Bhutan's alternative.

November 22nd: Discussion of Wikipedia Projects and Research Papers

Students will discuss their contributions to Wikipedia and what they learned from the project, as well as their research paper conclusions.

November 24th – Academic Holiday – No Class

November 29th and December 1st: Course Wrap-Up & Final Discussion

In the final 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. While having spent most of the semester looking at the question of development in the Global South, we end by reflecting on the similarities and differences we see with regard to the various development-related issues in the context of the U.S.

FINAL EXAM FRIDAY DECEMBER 16TH 8AM-11AM

Review Questions

Below are a series of review questions on the course material that can help you make sure that you are getting the main ideas for each class. The headings below correspond to the topic headings in the syllabus above so that you know which questions you should be able to answer after each class meeting (if not before from the assigned course readings). I suggest that you create document at the beginning of the semester and in that document that you answer each of these questions as we move through the material. This document will then serve as a very useful study guide when you review for the exams.

Historical Background and The Emergence of the Project of Development

1. What kind of economic, political and social relationships existed between different regions in the world during the colonial period?

2. What were some of the legacies of the colonial period and how did they shape the countries' understanding and approach to development post-independence?
3. What global institutions emerged after WWII? What were the stated purposes of these institutions?
4. What role did they come to play in development and globalization, and how did it change over time?
5. How were these institutions structured, and what were the implications?
6. How was the world reorganized after WWII? What were the categories and how were they defined?
7. What role did the U.S. play during this period? What did U.S. foreign policy look like?
8. What does Escobar argue about the development discourse?
9. What similarities and what differences existed between the models of the U.S. and the U.S.S.R.?
10. How were rural areas and the agricultural sector transformed to promote industrialization?
11. What does Kadir argue about experts in his video?
12. What were the power dynamics of the "business of development," and who were the various actors involved?
13. What are some of the things that the dominant conceptualization of poverty and its solution overlooked?

Modernization Theory

1. What are the stages of Rostow's theory and what are the characteristics of each stage?
2. What does Lipset argue?
3. What policy recommendations does Lipset make?
4. What are some of the key characteristics of the Modernization school?

Technological Modernization of Agriculture

1. What was U.S. and European food policy in the post-WWII period?
2. What were the various motivations behind distributing food aid in the global south?
3. What factors shaped where food aid was to be distributed?
4. What impact did food aid have on farmers in the global south?
5. What was the Green Revolution? When did it occur?
6. What was the logic behind the Green Revolution?
7. Who were the actors involved in the Green Revolution?
8. What were the various social, economic and environmental impacts of the Green Revolution?
9. What role did states play and what role did food TNCs play and how did their respective roles change over time?
10. What impacts did the Green Revolution have in India?
11. What is the Gene Revolution? When did it come about? What impacts did it have on Argentina?
12. What is the Alliance for the Green Revolution in Africa? How do its promoters argue it is different from the earlier Green Revolution, and what do its critics point out?

International Aid

1. Which countries have given out aid over time and what shaped where that aid was distributed and the conditions on that aid?
2. What has Africa's experience with aid been?
3. What does Eyben argue with regard to aid/development workers in Africa?
4. How did aid change in the 1980s and after?
5. What role did development institutions play in terms of aid?
6. What are the critiques of aid?
7. What does Moyo argue?
8. What do proponents of aid argue?

Dependency Theory

1. What did Raul Prebisch criticize? What did he advocate for?
2. What is ISI? What types of policies are implemented?
3. What are the two types of ISI?
4. What happened in Brazil with the implementation of the Green Revolution and ISI?
5. What assumptions of Modernization theory didn't hold true in Brazil? What happened instead? Why were some of these assumptions problematic?
6. When did dependency theory emerge?
7. What did it emerge in response to?
8. What was happening in Latin America at the time?
9. What did Frank argue?
10. What were his critiques of modernization theory? His critiques of ISI?
11. According to Dos Santos, what is the third historical phase of dependence?
12. How did Cardoso and Faletto build on earlier dependency theory?
13. What were their critiques of dependency theory?
14. What did they argue?
15. How do they define dependent?
16. What is Evan's "triple alliance"?
17. What do they conclude about development under dependence?
18. What are some of the differences between dependency theory and modernization theory?

The NICs, the Developmental State, and the Post-Developmental State

1. Who were the NICs and why were they seen as special?
2. What is EOI?
3. What are three factors that have been identified as contributing to the economic success of the NICs?
4. What was the "developmental alliance"?
5. What is the "developmental state"? What does it look like and what does it do?
6. What is "embedded autonomy" and why does Evans argue that it ends up destroying itself?
7. The case studies we looked at (to varying degrees) include: Korea, Singapore and Taiwan. You should be familiar with the details of these case studies. What are some of the similarities and differences that you see between these three cases?
8. How have these NICs adapted their approach in light of the global economy of the 21st century?

9. What does Chibber argue about the developmental state and democracy?
10. What does Moyo argue with regard to the question of political rights?
11. What does Amartya Sen say about how we should conceive of development?
12. What is his critique of the way we have approached development?
13. How is Sen's perspective distinct from Moyo's perspective?

World Systems Theory

1. When did World Systems theory emerge?
2. In what ways is it similar to Dependency theory? In what ways is it different?
3. According to Wallerstein, when did the world capitalist system emerge and what are its characteristics? What preceded it? And, what were the characteristics of these other systems?
4. What role does the semi-periphery play?
5. According to Wallerstein, how do we determine what role a country plays in the world system – that is whether it is in the core, semi-periphery or periphery?
6. What are the three strategies for moving up in the system and what conditions do each require?
7. What are the factors that Wallerstein sees as contributing to a mounting structural crisis of capital accumulation in the world system?
8. What are Robinson's critiques of Wallerstein?
9. What does Robinson suggest that Wallerstein overlooks?
10. What are the three distinct perspectives on how to define globalization? Which of these does Wallerstein subscribe to and which does Robinson subscribe to?
11. What is the global commodity chain?

The Rise of Neoliberalism and its Impact on Labor

1. How did the dominant notion of development change in the 1980s?
2. What happened in the 1970s that led to a decline in the influence of Keynesian economic ideas on government policy and the shift toward greater influence of neo-classical economic ideas? There are various factors that you should be able to identify.
3. What are the factors that contributed to the mounting debt crisis in the global south?
4. When, where and under what conditions did the first neoliberal transformation of an economy occur?
5. How did the neoliberal policies come to be implemented throughout the global south?
6. When were they implemented in Eastern Europe?
7. How were neoliberal policies often implemented and with what effect (Stiglitz's argument)?
8. What were the various policies that were part of the IMF condition-tied loans? What was the economic rationale of each and what was the social and economic impact of each?
9. Why did the implementation of these policies raise questions about democracy and create political instability in some cases?
10. According to McMichael, when did the "development project" begin and end? When did the "globalization project" begin and end? How are they different from each other?
11. According to McMichael, how did the definition of development change?
12. How was power redistributed globally and within states?

13. What impact have efforts to attract foreign investment had on labor?
14. What are export-processing zones and why do countries establish these?
15. What is the flexibilization/casualization of labor?
16. What is meant by the “neoliberal cultural transformation”?
17. Why has neoliberalism produced a social backlash?
18. According to the authors of the piece on labor in China, what do they argue will be the impact of rising wages and/or stronger labor protections there?

Global Finance

1. When did financial liberalization occur?
2. What is financial liberalization?
3. What is the economic rationale for financial liberalization?
4. Why did capital flow to the global south in the 1990s?
5. What produced the Mexican Peso Crisis?
6. When was the system of fixed exchange rates established? Why was it established?
7. When was there a shift to a system of floating exchange rates and what led to this decision?
8. What gave rise to currency speculation?
9. Why do countries often commit to a certain exchange rate?
10. What do currency speculators do and what impact can it have?
11. What were the external antecedents to the Asian Financial Crisis?
12. What were the internal factors that laid the groundwork for the crisis?
13. When and where did the Asian Financial Crisis begin? Where did it spread and why?
14. What was the IMF response?
15. What was the social outcome of the crisis and the implementation of IMF-mandated reforms?
16. What do you takeaway from the Asian Financial Crisis? What can we learn from it?
17. What are vulture funds? How and when did vulture cases become possible? Why do they often sue in U.S. courts? How has this played out in the case of Argentina?
18. When were food markets and financial markets first linked? What was the purpose of agricultural commodities futures exchanges? How did food markets and financial markets become more intertwined and intricate? How do financial markets impact food prices?

Development and the Environment

1. How and why did environmental concerns come to be on political agendas?
2. What are the environmental commons?
3. What has happened at the international level to address global environmental issues?
4. According to McMichael, what is the “sustainability project”? What gave rise to it?
5. What changes occurred in response to social and environmental critiques of the World Bank’s projects?
6. What is “Green Neoliberalism”? When did it emerge? How is sustainable development understood in this framework?
7. According to Goldman, what is the most important role of the World Bank?
8. How does Green Neoliberalism get embedded in local institutions and become the hegemonic understanding of sustainable development?

9. According to Goldman, what is the WB's "civil society agenda"?
10. According to Goldman, what are "hybridized state actors"?
11. What does the case study of conservation areas in Pakistan illustrate? How is it an application of green neoliberal ideas? Who has benefited and who has lost out in this approach to maintaining the natural environment? What forms of knowledge does it marginalize? How do we see "stakeholder participation" play out?
12. According to McMichael, what is the problem with leaving the exploitation of natural resources to market mechanisms?
13. What is "land grabbing"? How is this related to "Green Neoliberalism"?
14. What are some of the negative impacts associated with climate change?
15. What have been the challenges and shortcomings of international efforts to address climate change? What conflicts do states have with regards to climate change?
16. How are the impacts of climate change distributed? Which groups and/or countries tend to be most vulnerable?
17. What are the implications of climate change on development?
18. What are carbon markets? What is the logic underlying carbon markets? How is this a Green Neoliberal solution to climate change? What are the critiques of carbon markets as a solution?
19. What is the degrowth strategy? What is the argument for such a strategy?
20. What argument do climate justice organizations in the U.S. make to organized labor in the U.S.? What do they call for? What do they propose as an alternative?

Alternatives

1. What is the argument for South-South development? What are some critiques of the partnerships in practice?
2. What was PROSAVANNAH and what impact did it have?
3. What is the MST? Via Campesina?
4. What is agroecology?
5. What does this model of agricultural program value? How is it distinct from the industrial model of agriculture?
6. What is food sovereignty?
7. What is the multi-functionality of agriculture?
8. What were the key differences between the ProSavannah approach to development and the Via Campesina/MST model?
9. What was the platform upon which Evo Morales ran for President and what did he do once he was elected?
10. What was so unique about the 2009 Bolivian constitution?
11. What's the difference between "post-neoliberal" and "anti-neoliberal"? Why has Morales been labeled "post-neoliberal"?
12. What is the difference between "living well" and "living better"?
13. How is the Morales government approaching Bolivia's development?
14. What is the TIPNIS conflict about? What was the final outcome (as of 2015)?
15. Who do Reid and McMichael argue are the key actors leading and not leading our exploration of alternatives?
16. What does McMichael argue about the universalism of the "development project" and the implications of this?

17. Why are social movements leading the way according to McMichael? And, how do they go about it?
18. What are the critiques of the constant pursuit of economic growth? And, what alternatives are being offered?
19. What are the characteristics of “low-impact development”?
20. What are the critiques of the emphasis on technological solutions to our problems? What alternative vision of the role of technology is offered?
21. What are the arguments for developing local economies?
22. How is Bhutan’s approach to development different from the dominant approach?

Reflecting on Development in the U.S. & Course Wrap-Up

1. What kind of development-related issues exist in the U.S. and in what ways are they similar and different from development issues in the global south?
2. What is offshoring? When did it begin, and with what impact in the U.S.?
3. What sector has expanded in the U.S. to create jobs that have replaced manufacturing jobs? What is the nature of these jobs/terms of employment in comparison to the earlier manufacturing jobs?
4. How has the criminal justice system in the U.S. changed over the last three decades and how is it related to development and global integration?
5. How is the expansion of the penal system related to the neoliberal restructuring of the state?
6. What are food deserts?
7. What has been one of the social responses? What is the Black Food Security Project in Detroit? How do issues and responses like these connect with some of the issues and responses in the Global South?
8. What are food miles?
9. How has development as it has been pursued impacted different groups?
10. What have been the racial and gender implications of the model of development pursued?