

**Soc 127 – Development and Globalization**  
**University of California, Berkeley**  
**Tuesdays and Thursdays, 8am-9:30am, 105 North Gate**

**Instructor: Edwin Lin, Fall 2019**

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**Office Hours: Barrows 487, Thursdays, 1-5pm or by appointment**

**Sign-Up for Office Hours at <http://www.wejoinin.com/sheets/icwie>**

**Readers: Alicia Sheares, [amsheares@berkeley.edu](mailto:amsheares@berkeley.edu)**

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***Overview of Course Content:***

At the end of World War II, nations gathered to discuss what they could do to avoid another world war. Because economic problems were a key legacy of World War I that led to World War II, economic development was at the core of this conversation. The resulting Bretton Woods Institutions begin the contemporary project of development. This course traces the roots of this moment as well as looks ahead at all the twists and turns of international development. It also covers contemporary issues in development and globalization, such as cultural clashes, labor, and the environment.

Explicitly, the goals of this course are: 1) to provide a strong foundation of knowledge around the history and theories of development, 2) to engage with key sociological theories and concepts in the field of development and globalization, and 3) to survey a few of the most important and pressing issues in the contemporary global development context.

***Email Policy:***

I am usually very good about answering emails, but please leave at least 2 days for me to get to you, especially over the weekend (I may not get to you until Monday/Tuesday). Also, please keep emails to questions that are relatively easy to answer, such as questions about logistics, instructions, office hours, etc. For questions about class content or your papers, please talk to me before/after class or by appointment in office hours.

***Office Hours:***

Feel free to come into office hours for anything, course or life related! Please sign up at the link at the top of the page if you know in advance that you'd like to come in. If you do not sign up, you are still welcome to drop in, but I do sometimes step out of the office when there is no appointment to run a quick errand. Also, if the door to my office is closed during office hours, feel free to knock (loudly). I try not to run late with my appointments but it does sometimes happen—if you notice me running late and have time constraints with your assigned time, please feel free to politely interrupt and let me know.

***Grade Breakdown:***

3 Country Projects:	
Factsheet	10%
History of Development	15%
Contemporary Development Project	20%
Take Home Midterm	25%
Take Home Final	30%

**\*\*\*If English is not your first language**, or you have trouble writing in English, there are resources on campus to help in writing your papers. I have posted some such resources on bCourses under “Files” and “Writing Resources.” You can also check out the Student Learning Center (SLC) at their website <http://slc.berkeley.edu> for more information.

Also, if you are part of the **Disabled Students’ Program (DSP)** and require any special accommodations, please try to make arrangements at least a week in advance—this will guarantee you access to your accommodations.

### ***Lectures***

Lectures will take us through a journey of history and theories, tracing through themes that develop, connect, and reappear throughout the course. I will not only be lecturing, but will also answer questions and engage in discussions.

You are responsible for all material discussed in lectures, as well as any announcements made. I often discuss assignments in more detail, answering important questions and providing extra details—you will be responsible for all of this, so please be sure to consistently attend lecture. Although official lecture attendance is not taken, the midterm and the final exam will look to test lecture (and reading) knowledge.

In general, coming to lecture regularly will make your academic life with this class much easier, so I highly encourage it. I will do my best to make the lectures interesting and engaging, even early in the morning!

### ***Readings***

All readings will be posted on bCourses. There is no plan to create a course reader, as typically most students do not purchase them (due to their high cost). If this is a significant problem for you, please do speak to me.

### ***Readers***

Readers will be grading all assignments in the course. They will be assigned randomly and in a rotating fashion so that a combination of different readers will determine your overall grades. Your assigned reader will be posted a couple weeks in advance of each assignment’s due date so that you can reach out to your reader with questions as needed.

### ***Grading Scale for the Class:***

A+ (98-100)	C (73-77)
A (93-97)	C- (70-72)
A- (90-92)	D+ (68-69)
B+ (88-89)	D (63-67)
B (83-87)	D- (60-62)
B- (80-82)	F (everything below 60)
C+ (78-79)	

## Course Assignments

**LATE ASSIGNMENTS ARE NOT ACCEPTED!** The only exception is for approved DSP accommodations and documented extreme emergencies (e.g. hospitalization, death in the family). All assignments will all be “handed out” and completed through the bCourses website. There is a one-hour grace period where you can still submit your assignment even though it will be considered late. Late assignments, even assignments just a couple minutes late, are penalized up to a full grade (e.g. an A becomes a B). If you miss this grace period, you will be unable to get credit for your assignment and you will be given a 0 on it. Please be sure to turn things in on time and before the stated due date and time.

\*NOTE: The reason I have a strict policy on late assignments is because I am concerned about unknowingly participating in a system that privileges certain racial, cultural, socioeconomic, family background influences that may account for one student asking for an extension while others keep silent about their circumstances. In a rather sizeable class, I feel it is important to have a strict “no late assignments” policy.

- PLEASE submit your assignments early! Do not wait for the last minute, especially given the late assignment policy for the class, so please save us all some stress and extra work and submit things *at least an hour in advance of the due date and time.*
- On bCourses, you can submit assignments early and re-submit them (to override the submission) at a later date. They will not be graded until the due date passes. So submit assignments early to avoid last minute technological errors so that you at least get some credit in case of emergency.
- ***If you encounter an error in submission***, please take a screenshot of the error that includes the date and time of the error (your computer’s date/time clock is good enough) and email your assignment with the screenshot attached to your GSI. In order for your assignment to be accepted as on time, **your GSI must receive this email before the submission due date.**

### ***Re-grade Policy:***

If you want a re-grade, please follow the following steps. You have two weeks to initiate the beginning of this process. I do not do re-grades after this two-week cut-off (to avoid people asking for re-grades at the end of the semester because their grades are borderline).

1. Meet with the reader (in person/remotely) to discuss why you got the grade you got.
2. Write a cover letter to the reader that explains how you understand his/her perspective and why you still have an issue with the grade (what you thought was mis-graded). I realize that you hopefully also discussed this in person, but we would like to have something written down for clarity and reference.
3. Your reader will re-grade your paper (the entire thing) and whatever grade you get becomes the final grade (either higher or lower)
4. If you are still unsatisfied, you may refer the issue to me. I will need to see the cover letter and will discuss with the reader after reading your work. I should warn you, however, in general (on average from what I have seen), I may be a tougher grader than the reader. Whatever grade I end up giving is the final say on the matter.

Keep in mind, your reader reads **many** papers. They probably have a sense for how your paper compares to other people in the class. But reading many papers could also allow for mistakes, so while that is possible, please have **sober judgment** over your own work and really consider the grader's perspective. Regardless of how much time or effort you put into the assignment, if it simply did not meet the requirements, you may still have gotten a lower grade (keep in mind, your reader has no idea how much time you spent on the assignment and isn't evaluating effort, but the expectation of the assignment).

### ***Three Country Projects***

You will be completing three country projects, all on the same country. Each assignment will build your knowledge and understanding of a case study in development and globalization. The country that you choose must be a developing or lesser-developed country. This means it should come from one of the following regions: Latin America, Africa, East Asia, Southeast Asia, the Middle East, or Eastern Europe. Some countries will “fit” the course themes and readings more, but any developing country can work—I encourage you to choose a country that personally interests you.

To brainstorm, consider countries you have studied in your other classes that you are interested in. You may also look up current events related to problems of development and globalization. If there is a specific theory or concept that interests you, you can look up famous or frequently studied cases related to your favorite theory or concept.

Start thinking about your country early, as the first assignment takes place early in the course.

### ***Country: Factsheet***

You will be constructing a “factsheet” on your chosen country. This assignment is meant to introduce you to your country and to learn some basics about it. The factsheet is much like what one might see in a World Bank/CIA/IMF country profile, summary, or fact book. More details will follow via bCourses when the assignment is handed out.

### ***Country: History of Development***

Your second country project assignment will be to write a 4-6-page paper that summarizes key factors in the course of your country’s development history. This is **not** a timeline project—only 1 page should be used to summarize development history. Instead, you will devote the majority of the paper to isolating 2-3 key factors, elements, forces, policies, events, etc. that help explain the course of development in your country.

You will be required to do library research (finding books that discuss development and the key factors in depth and in detail), and not just online research—you **cannot** satisfy the requirement of this project through online encyclopedias, articles, and journals. Instead, you will need deeper and more specific sources. More details will follow via bCourses when the assignment is handed out.

### ***Country: Contemporary Development Project***

Your final country project assignment will be to write a 5-7-page paper that identifies one key current development project in your country. The project should be specific, empirical, and tangible. In other words, you cannot choose a general issue or idea, like the environment, but rather a specific event going on in your country, like the building of a major dam.

The goal of the paper is to take a position and make an argument regarding the development project you have chosen. You have freedom in terms of what argument you make, but whatever argument you choose you need to convincingly prove it as well as integrate some course concepts and theories in it. For example, you could argue that the project has its roots and foundations in a wave of development theory studied in class.

In terms of sources, the paper must utilize a combination of academic research and course readings/concepts/theories. While you do not need to specifically cite or quote from course readings, the concepts have to be readily apparent and interacted with as a core part of the argument. In addition, you must use academic sources as the majority of your sources for this assignment—this means you are relying on academic research and not media sources of information to establish your knowledge about the development project as well as to connect it to course concepts and development and globalization theory. More details will follow via bCourses when the assignment is handed out.

## **Reading List and Semester Schedule**

Assignments that are “handed out” means they will be explained in class and available on bCourses. Please complete readings before class on the day listed below.

### **Tips About the Readings:**

The field of development and globalization is a rather interdisciplinary field, ranging from classic sociology to classic economics, political economy to analytical history, and political science to applied governance. As a result, this reading list aims to reflect that diversity and expose you to the most important development literature, while taking on a slightly more sociological angle.

The reading load is rather manageable, but some days will have more reading than others. Overall, read for understanding, overarching meanings, and the big picture. Do not worry too much about detailed specifics, such as dates of historical events, economic statistics, etc.—you can always go back and look at key parts of the reading to apply to your assignments. If you can write 3-5 sentences to summarize the main concepts of the readings, you are doing great.

Depending on how much time you have this semester, skim aggressively—learn when to slow down and focus and when to speed up and even skip! I **DO NOT expect you to read every word of every reading**, nor should you, as this is actually a bad reading habit to develop (for academic, course reading). Many readings will also be discussed in lecture, so between your aggressive and smart skimming and the lectures, I believe this reading load is manageable. Do your best to *at least* skim through every reading on the syllabus.

### **Unit 0: Overview of the Course**

#### **1. Thursday, August 29**

#### **Introduction: Structure of the Class**

- Sen, Amartya. 1999. “Introduction” and “Chapter One,” *Development as Freedom*.

#### **2. Tuesday, September 3**

#### **What is Development? (And Globalization)**

- Evans, Peter (2002) “Collective capabilities, culture, and Amartya Sen’s Development as Freedom’.” *Studies in Comparative International Development*. 37(2): 54-60.<sup>[L]</sup><sub>[SEP]</sub>

### **Unit 1: History of Development (and Theory)**

#### *Section 1: The Foundations of Development Pre-WWII*

#### **3. Thursday, September 5**

#### **Smith and Liberalism**

- Smith, Adam. 1904. *An Inquiry Into the Nature and Causes of the Wealth of Nations*. London, W. Strahan and T. Cadell: Chapters 1-3.

**Handout Country Project: Factsheet due Monday, September 16**

4. **Tuesday, September 10**      **Marx and Critique of Capitalism**
- Marx, Karl and Friedrich Engels. 1969. "Introduction," and "Chapter 1: Bourgeois and Proletarians," *The Communist Manifesto*. Moscow: Progress Publishers, pp. 14-21.
  - Marx, Karl. 1959. "Estranged Labour," *Economic and Philosophic Manuscripts of 1844*. Moscow: Progress Publishers. pp. 28-35.

5. **Thursday, September 12**      **Interlude – Liberalism vs. Marxism**
- Chance to catch up on any of the Marx/Smith readings or to reread/check your understanding

**\*\*\*Country Project: Factsheet DUE Monday, September 16\*\*\***

6. **Tuesday, September 17**      **Colonialism and Imperialism**
- Lange, Matthew, James Mahoney and Matthias vom Hau. "Colonialism and Development: A Comparative Analysis of Spanish and British Colonies," *American Journal of Sociology*, 111(5): March 2006, pp.1412-1462.

**Handout Country Project: History of Development due Monday, October 21**

*Section 2: Post-WWII and the Development Project*

7. **Thursday, September 19**      **World War II: Karl Polanyi vs. Classical Economists**
- Polanyi, K. (1944) "Chapter 6: The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money," *The Great Transformation: The political and economic origins of our time*. Beacon Press Books.
8. **Tuesday, September 24**      **Polanyi Continued: The Double Movement**
- Polanyi, K. (1944) "Chapter 12: Birth of the Liberal Creed," *The Great Transformation: The political and economic origins of our time*. Beacon Press Books.
9. **Thursday, September 26**      **Interlude – Bretton Woods Institutions**
- Woods, Ngaire. 2006. "Introduction," *The Globalizers: The IMF, the World Bank, and Their Borrowers*. Ithaca, NY: Cornell Press, pp.1-14.
10. **Tuesday, October 1**      **Import Substitution Industrialization**
- Baer, Werner. "Import Substitution and Industrialization in Latin America: Experiences and Interpretations," *Latin American Research Review*. 7(1): pp. 95-122.

11. Thursday, October 3

**Modernization Theory: Stages of Development**

- Rostow, W. W. "The Stages of Economic Growth," *The Economic History Review*. 12(1): pp. 1-16.

12. Tuesday, October 8

**Dependency Theory**

- Frank, Andre Gunder. 1966. "The Development of Underdevelopment." *Monthly Review*. 18(4).
- OPTIONAL BACKGROUND: Cardoso F.H. (1982) Dependency and Development in Latin America. In: Alavi H., Shanin T. (eds) *Introduction to the Sociology of "Developing Societies"*. *Sociology of "Developing Societies"*. Palgrave, London, pp. 112-127.

13. Thursday, October 10

**World-Systems Theory**

- Wallerstein, Immanuel. (1974). "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis," *Comparative Studies in Society and History*. 16 (4): pp. 387-415. [SEP]

14. Tuesday, October 15

**Export-Oriented Growth: East Asian Tigers**

- Wade, Robert. 1990. "Chapter 4: State-led Industrialization, 1930s to 1980s," *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization*, Princeton, NJ: Princeton University Press, pp. 73-112.

15. Thursday, October 17

**Basic Needs**

- Hicks, Norman and Paul Streeten, "Indicators of Development: The Search for a Basic Needs Yardstick," *World Development*. 7(1979), pp. 567-580.

\*\*\*Country Project: History of Development due Monday, October 21\*\*\*

16. Tuesday, October 22

**Neoliberalism: It's Baaack!**

- David Harvey. 2005. *A Brief History of Neoliberalism*. New York: Oxford University Press. 1-19. (Skim: 10-18).

**Handout Take-Home Midterm due Monday, October 28**

17. Thursday, October 24

**Intermission – Midterm Review**

- Thomas. L. Friedman. 2007. *The World is Flat*. "While I Was Sleeping" (skim).

\*\*\*Take-Home Midterm due Monday October 28\*\*\*



## Unit 2: The Age of Globalization

### Section 1: Contemporary Theories of Development

18. Tuesday, October 29

#### What Changed? The Age of Globalization

- Joseph Stiglitz. 2007. *Making Globalization Work*. 3-24, "Another World is Possible."

Handout Country Project: Contemporary Development Project due Monday, December 2

19. Thursday, October 31

#### Sustainable Development and Human Development

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

20. Tuesday, November 5

#### Post-Development and Other Alternatives

- Escobar, Arturo. "Imagining a Post-Development Era? Critical Thought, Development, and Social Movements," *Social Text*. 31/32(1992): pp. 26-56.

### Section 2: Contemporary Global Problems

21. Thursday, November 7

#### Culture: Clash of Civilizations

- Huntington, Samuel. "The Clash of Civilizations?" *Foreign Affairs*. 72(3), Summer 1993, pp. 22-49.

22. Tuesday, November 12

#### Labor: Race to the Bottom

- Klein, Naomi. 1999. "Chapter 9: The Discarded Factory," *No Logo*.

23. Thursday, November 14

#### State: Predatory States and Corruption

- Evans, Peter. "Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State," *Sociological Forum*. 4(4): 1989, pp. 561-587.

24. Tuesday, November 19

#### Environment: Energy and the Cost of Industrialization

- United Nations. 2014. "Overview" and "Goal 7: Ensure Environmental Sustainability," *The Millennium Development Goals Report 2014*.

### Section 3: Contemporary Solutions?

25. Thursday, November 21

#### Microfinance and Entrepreneurship

- Yunus, Muhammad. November 1999. "The Grameen Bank," *Scientific American*.
- Roy, Ananya. 2010. "Chapter 3: Dissent at the Margins: Development and the Bangladesh Paradox," *Poverty Capital: Microfinance and the Making of Development*. Routledge, pp. 89-124.

**26. Tuesday, November 26      Social Movements, Immigration, and Labor Markets**  
- Evans, Peter. 2008. "Is an Alternative Globalization Possible?" *Politics Society*. 36 (2): 271-305. [L]  
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**27. Thursday, November 28      \*\*\*Thanksgiving NO SCHOOL\*\*\***

**\*\*\*Country Project: Contemporary Development Project due Monday, December 2\*\*\***

**28. Tuesday, December 3      Technology and Raising All Boats**  
- Castells, Manuel. "Information Technology, Globalization, and Social Development," *United Nations Research Institute for Social Development*. UNRISD Discussion Paper No. 114, September 1999.

**29. Thursday, December 5      Final Review**  
**Handout Take-Home Final Exam due Friday, December 20**

**\*\*\*Take-Home Final Exam due Friday, December 20\*\*\***