

**Soc 127 – Development and Globalization**  
**University of California, Berkeley**  
**Tuesdays and Thursdays, 8-9:30am, 160 Kroeber Hall**

**Instructor: Edwin Lin, Spring 2020**

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**Office Hours: Barrows 487, Thursdays, 11:45am-1:45pm or by appointment**

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

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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 and looks ahead at all the twists and turns in the field of international development. It further 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.

***About This Syllabus:***

This syllabus is essentially a contract between you (the student) and me (the instructor). Many policies are listed in the syllabus that may not be relevant to you now, but may come up as the semester goes along. Please keep this handy and refer to it for detailed information about the course, such as grading, email, office hours, late assignments, DSP, extensions, etc.

***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.**

During busy weeks, I get upwards of *50 emails a day* from students. As a result, sometimes I will only be able to provide short, curt answers. I apologize if it comes across as rude or uncaring, but it is simply due to the volume of responses I have to get through in a reasonable time frame.

I also reserve the right to simply respond to your email with “see syllabus” if the information is covered in this syllabus.

***Office Hours:***

Feel free to come into office hours for anything, course or life related! Please sign up at the link at the beginning of the syllabus 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.

If office hours are full, you may email me to set up another time, either in person or via phone/online meeting. If you have a very short question, you can try to drop by and sneak in before/after a student for a quick question (as not every student will use the entire 15 minutes they signed up for)—but be prepared to wait patiently as well.

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:	
Timeline of Development	10%
Key Development Moment	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.

### ***Disabled Students’ Program (DSP)***

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

To ask for an extension or accommodation using your DSP letter, you must first be sure that your DSP letter allows for the accommodation you are requesting. Then, follow these two steps:

- 1) Send an email with your DSP letter attached to both the reader grading the assignment you are asking for an accommodation for and me (the instructor). If you are asking for an extension, please **suggest a reasonable due date** (allowed by your letter) to turn in the assignment.
- 2) Once I approve (via email) the extension/accommodation, please post a comment in bCourses for the assignment that you are receiving accommodations for that states **(1)** your new due date, **(2)** the date of my email that approved your accommodation, and **(3)** upload/attach your DSP letter to the comment for reference.

Please follow these instructions carefully. Over the years, DSP has expanded to include many more students, and teaching very large classes without GSIs can make it difficult to handle these cases—so please make our job easier by following these instructions!

### ***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 students in discussion (as much as time allows). Because we do not have discussion sections in our course, lecture time becomes the main hub for all course

information and getting your questions answered, so feel free to interrupt me to ask questions any time during lecture.

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. up to a 10% deduction). 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.
- **Back-up your work!** Stolen laptops, broken laptops, etc. are a real risk of the technological era. If you encounter such a problem, ***no extension will be given.*** It is therefore your responsibility to back up your work so that you can still turn in the assignment in case a technologically related tragedy occurs.
- **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.**
- It is your responsibility to make sure you submitted the correct assignment and that the assignment was fully submitted, so **please after submitting your assignment, check to be sure that the correct document was successfully uploaded onto bCourses.** If you submit the wrong assignment or if it was unsuccessfully uploaded, we have no choice but to give you a 0 on the assignment.

### ***Grading Philosophy:***

I believe that the grade you get is the grade ***you earn.*** I also believe that your final grade in the course should reflect an accurate assessment of the entire body of work you submit for the class. If something unexpected or tragic occurs with one assignment (e.g. you do much worse on an assignment due to personal circumstances, you were unable to turn it in on time and received a 0, etc.), I will still evaluate the rest of your coursework to see what grade you deserve for the entire course—in other words, focus on the other assignments and show you deserve an A in the

course in spite of one major slip-up. You will never receive a grade **lower** than what you earned by sheer point calculation, but you may receive a grade **higher** if your work proves it (e.g. improvement, exceptional final exam, etc.).

I review every grade submitted at the end of the course and will handle things like borderline grades, rounding, etc. based on the performance of your work as a whole. I even (sometimes) re-read your already graded work to see if you should be bumped up from a B+ to an A- if you are on the borderline. These are done for **every** student, regardless of whether you email me or not (to ensure a fair playing field for all my students), so there is no need to “advocate” for yourself—just focus on the work and prove you deserve (i.e. earn) the grade you are hoping for.

### ***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 and to me 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 or I will re-grade your work (the entire thing) and whatever grade you get becomes the final grade (either higher or lower). Whether your reader re-grades it or I do depends on whether your reader believes there is something that could be adjusted or not.
4. If your reader re-grades the assignment and you are still unsatisfied, you may refer the issue to me. I should warn you that in general (on average from what I have seen), I might 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 or if you did not adequately communicate what was in your head, 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 based on a rubric or answer key).

### ***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 (including Caribbean America), Africa, East Asia, Southeast Asia, the Middle East, Central Asia, 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: Timeline of Development***

You will be constructing a timeline of the most important events or programs that affected your country's development history. This assignment is meant to introduce you to your country's history of development, while also helping you get some practice researching information and discovering good sources on the development history of your country. The goal is to gain an overview of the most important historical moments as it pertains to how your country engages in the development project. More details will follow via bCourses when the assignment is handed out.

### ***Country: Key Development Moment***

Your second country project assignment will be to write a 4-6-page paper that zeroes in on one of the key development moments of your country's development history. Looking at this key event, shift, or development project, why was this moment so crucial to changing development in your country? How did it come about? And what were its implications and impacts?

You will be required to do library research (finding books that discuss this key moment 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 that they are listed under.

### 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.

I have kept the reading load to be 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). Almost all readings will 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 before class, and perhaps after lecture, you can revisit the reading and fine tune your reading notes.

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

#### **1. Tuesday, January 21**

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

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

#### **2. Thursday, January 23**

#### **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.

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

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

#### **3. Tuesday, January 28**

#### **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: Timeline due Friday, February 7**

4. **Thursday, January 30**      **Marx and Critique of Capitalism  
(and Library Presentation)**
- Marx, Karl and Friedrich Engels. 1969. "Introduction," and "Chapter 1: Bourgeois and Proletarians," *The Communist Manifesto*. Moscow: Progress Publishers, pp. 14-21.
5. **Tuesday, February 4**      **Marx Continued**
- Marx, Karl. 1959. "Estranged Labour," *Economic and Philosophic Manuscripts of 1844*. Moscow: Progress Publishers. pp. 28-35.
6. **Thursday, February 6**      **Interlude – Liberalism vs. Marxism**
- Chance to catch up on any of the Marx/Smith readings or to reread/check your understanding

**\*\*\*Country Project: Timeline DUE Friday, February 7\*\*\***

7. **Tuesday, February 11**      **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.

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

8. **Thursday, February 13**      **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.

**Handout Country Project: Key Moment due Wednesday March 11**

9. **Tuesday, February 18**      **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.
10. **Thursday, February 20**      **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.



**11. Tuesday, February 25**

**Import Substitution Industrialization**

- Baer, Werner. "Import Substitution and Industrialization in Latin America: Experiences and Interpretations," *Latin American Research Review*. 7(1): pp. 95-122.

**12. Thursday, February 27**

**Modernization Theory: Stages of Development**

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

**13. Tuesday, March 3**

**Dependency Theory**

- Frank, Andre Gunder. 1966. "The Development of Underdevelopment." *Monthly Review*. 18(4).
- 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.
- OPTIONAL: 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.

**14. Thursday, March 5**

**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. Tuesday, March 10**

**Basic Needs**

- International Labor Organization. 1977. *Employment, Growth, and Basic Needs: A One-World Problem*. New York: Praeger Publishers.

**16. Thursday, March 12**

**Neoliberalism: It's Baaack!**

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

**\*\*\*Country Project: History of Development due Friday, March 13\*\*\***

**17. Tuesday, March 17**

**Intermission – Midterm Review**

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

**Handout Take-Home Midterm due Monday, March 23**

## Unit 2: The Age of Globalization

### Section 1: Contemporary Theories of Development

18. Thursday, March 19

#### What Changed? The Age of Globalization

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

**Handout Country Project: Contemporary Project due Friday, April 24**

**\*\*\*Take-Home Midterm due Monday March 23\*\*\***

**\*\*\*March 23-27 NO CLASS SPRING BREAK\*\*\***

19. Tuesday, March 31

#### Sustainable Development and Human Development

- Messerli, Peter and Endah Murniningtyas. 2019. *The Future is Now: Science for Achieving Sustainable Development*. Global Sustainable Development Report, United Nations: xix-23.

20. Thursday, April 2

#### 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. Tuesday, April 7

#### Culture: Clash of Civilizations

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

22. Thursday, April 9

#### Labor: Race to the Bottom

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

23. Tuesday, April 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. Thursday, April 16

#### 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. Tuesday, April 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. Thursday, April 23**

**Social Movements and Immigration**

- Evans, Peter. 2008. "Is an Alternative Globalization Possible?" *Politics Society*. 36 (2): 271-305. Skim 276-281.

**\*\*\*Country Project: Contemporary Project due Friday, April 24\*\*\***

**27. Tuesday, April 28**

**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.

**28. Thursday, April 30**

**Final Review**

**Handout Take-Home Final Exam due Friday, May 15**

**\*\*\*Take-Home Final Exam due Friday, May 15\*\*\***