

# Soc 127 – Development and Globalization

University of California, Berkeley  
Tuesdays and Thursdays, 8-9:30am  
Hearst Field Annex A1

Instructor: Edwin Lin, Spring 2025

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

Tuesdays and Thursdays: 9:30 – 11am

Or by email appointment

487 Social Sciences Building OR via Zoom online

Zoom Office Hours Link: <https://berkeley.zoom.us/j/99441395960>

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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 a second world war, economic development was at the core of this conversation. The resulting Bretton Woods Institutions started the movement for a 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 must get through in a reasonable time frame.

### ***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 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/Zoom call when there is no appointment to run a quick errand.

If office hours are full or you cannot make the times, you may email me to set up another time. 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.

Office hours can be done in-person (487 Social Sciences Building) OR online via Zoom (<https://berkeley.zoom.us/j/99441395960>).

### ***Grade Breakdown:***

3 Country Projects:

Timeline of Development	10%
Key Development Moment	20%
Contemporary Development Issues	25%
3 bCourses/Online Quizzes	15% (each quiz = 5%)
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.

### ***Structure of our Class***

The class will be held in person. This is the expectation of the course and attendance is essentially mandatory. Attendance for lecture is not regularly taken but is considered mandatory and expected. **I plan to do attendance checks a few times during the semester to give credit** for students who attend lecture. This is meant to be a positive incentive to provide recognition and a direct value to your grade for attendance (but this will not explicitly hurt anyone's grade who does not attend).

**You are responsible for all materials discussed in our times together, as well as any announcements made or questions answered.** I make it a point to make lecture attendance valuable in helping with assignments, quizzes, and tests. I will also do my best to make these times manageable, interesting, and engaging! Finally, as we do not have discussion sections, there will also be important moments throughout the semester for our lectures to be used as a space for processing information.

### ***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 (i.e., non-Western 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 5-7-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 Issue***

Your final country project assignment will be to write a 6-8-page paper that identifies one key current development issue in your country. The issue should be specific, empirical, and tangible. In other words, you cannot choose a general issue or idea, like the environment, but rather a specific issue going on in your country, like the building of a major dam or a protest movement.

The goal of the paper is to take a position and make an argument regarding the development issue 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 issue 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 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 other reliable sources to learn about the development project. These sources can be NGO or international organization reports, government documents, congressional hearings or debates, academic sources, and some traditional media, as long as the media is vetted for bias or recognized as being biased and interpreted as such. You will connect these sources course concepts and development and globalization theory. More details will follow via bCourses when the assignment is handed out.

### ***Quizzes***

You will be given 3 quizzes spaced out throughout the semester for major topic areas of the course. They will be announced beforehand, taken online, and have a time limit. These quizzes will essentially be synchronous and live, meaning that you will have to make sure you are free during a 24-hour window and have an environment where you can focus to take the quiz.

These quizzes are not meant to be arbitrarily difficult, but instead, have the goal of checking for your understanding of important course concepts. They are also meant to be low-stakes quizzes, which is why they are only worth 5% of your grade each and will be graded in a low-stakes fashion. I will design these quizzes based on lecture material.

### ***Take Home Final Exam***

The take home final exam will be a summative assessment that looks at putting to use all the information you've learned throughout the semester. It will be a take-home final, which means there is no time pressure, and it will be turned via online submission. The final will ask you to take a stand and make an argument regarding different debates surrounding development and globalization issues that we have discussed throughout the course—it will require you to use course materials (readings/lectures) to make this argument.

### ***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 (Graders)***

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 via bCourses so that you can reach out to them in case you have grading discrepancies.

### ***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 Policies (detailed info also available on bCourses)**

**Extensions are only approved for DSP accommodations and documentable emergency circumstances** (e.g., hospitalization, death in the family, sickness requiring medical attention, family circumstances with documentation, mental health difficulties that required seeking professional help, etc.). 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 and may get up to a 5% grade deduction. After that one-hour grace period, the paper will be considered a day late and will have a 10% grade deduction. Each additional day a paper is late, it will be penalized an additional 5%. After being four days, the paper will no longer be accepted. 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 extensions 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. Especially in larger classes, I feel it is important to have clear guideline to provide some equity.

That said, overall, **please communicate with me** about difficulties that may prevent you from succeeding in the class if these emergencies do come up during the semester.

- 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) later. 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, *there is NOT a guarantee of an extension.* 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 me. In order for your assignment to be accepted as on time, **I 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.

This is the course wide policy, but I can make exceptions as I see fit.

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

If you are part of the Disabled Students' Program (DSP) and require special accommodations, please try to ask in advance—this will guarantee you access to your accommodations. If you do ask last minute, we will try our best to still accommodate, but try to ask in advance, even if it's just in case.

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

### ***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 after receiving your grade 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 (remotely or in-person) the reader who graded your paper to discuss why you got the grade you got.
2. Write a cover letter to me that explains how you understand their 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 your meeting, but we would like to have something written down for clarity and reference.
3. Your reader, another 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 depend on whether your reader believes there is something that could be adjusted or not.
4. If your reader or another 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 historically), 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 grades **many** assignments. They probably have a sense for how your assignment compares to other people in the class. But grading many assignments 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).

## **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 surprisingly 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.

### **List of Important Due Dates:**

Country Timeline due	Thursday, February 13
Quiz #1 must be taken on	Friday, February 14
Quiz #2 must be taken on	Friday, March 7
Country Project #2 due	Friday, March 14
Country Project #3 due	Friday, April 11
Quiz #3 must be taken on	Wednesday, April 30
Take Home Final Exam due	Thursday, May 15

### **Unit 0: Introduction**

- 1. Tuesday, January 21      Introduction to Development and Globalization**
  - Sen, Amartya. 1999. “Introduction” and “Chapter One,” *Development as Freedom*.
- 2. Thursday, January 23      Defining Development**
  - Evans, Peter (2002) “Collective capabilities, culture, and Amartya Sen’s Development as Freedom’.” *Studies in Comparative International Development*. 37(2): 54-60.

**Handout Country Project: Timeline due Thursday, February 13**



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

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

#### **3. Tuesday, January 28          Smith and Liberalism (and Research Tips)**

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

#### **4. Thursday, January 30          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. Tuesday, February 4          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*

#### **6. Thursday, February 6          Polanyi: World War Period and the Gold Standard**

- 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.

#### **7. Tuesday, February 11          Polanyi and 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.

#### **8. Thursday, February 13          Interlude – Bretton Woods and Quiz #1**

- OPTIONAL: Woods, Ngaire. 2006. "Introduction," *The Globalizers: The IMF, the World Bank, and Their Borrowers*. Ithaca, NY: Cornell Press, pp.1-14.

**\*\*\*Country Project: Timeline DUE TODAY, Thursday, February 13\*\*\***

**Handout Country Project: Key Moment due Friday, March 14**

**\*\*\*QUIZ #1's 24-hour window: Friday, February 14\*\*\***

#### **9. Tuesday, February 18          Import Substitution Industrialization**

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

#### **10. Thursday, February 20          Modernization Theory: Stages of Development**

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

**11. Tuesday, February 25                      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.

**12. Thursday, February 27                      Basic Needs, Oil Shocks, and Debt Crisis**

- International Labor Organization. 1977. *Employment, Growth, and Basic Needs: A One-World Problem*. New York: Praeger Publishers.
- Little, I. M. D., Cooper, R. N., Corden, W. M., & Rajapatirana, S. (1994). *Boom, crisis, and adjustment: the macroeconomic experience of developing countries, 1970-90-a summary*. Washington DC: World Bank.

**13. Tuesday, March 4                              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.

**14. Thursday, March 6                              Neoliberalism: It's Baaack! And Quiz #2**

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

**\*\*\*QUIZ #2's 24-hour window: Friday, March 7\*\*\***

**Unit 2: The Age of Globalization**

*Section 1: Contemporary Theories of Development*

**15. Tuesday, March 11                              What Changed? The Age of Globalization**

- Thomas. L. Friedman. 2007. *The World is Flat*. "While I Was Sleeping" (aggressively skim).
- Joseph Stiglitz. 2007. *Making Globalization Work*. 3-24, "Another World is Possible."

**16. Thursday, March 13                              Neoliberalism (as a Theory)**

- Ong, A. (2007). "Neoliberalism as a mobile technology." *Transactions of the Institute of British Geographers*, 32(1), 3-8.

**Handout Country Project: Contemporary Development Issue due Friday, April 11**

**\*\*\*Country Project: Key Moment in Development due Friday, March 14\*\*\***

**17. Tuesday, March 18                              Sustainable and Human Development**

- Sachs, J. D., & Reid, W. V. (2006). Investments toward sustainable development. *Science* (Washington), 312(5776), 1002.
- United Nations Development Programme. (2022) "New threats to human security in the Anthropocene: Demanding greater solidarity," *UNDP 2022 Special Report*. UNDP, New York: NY read pp. 1-7, skim 9-33.

**18. Thursday, March 20                      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.

**SPRING BREAK NO SCHOOL MARCH 24-28**

*Section 2: Contemporary Global Problems*

**19. Tuesday, April 1                      Culture: Clash of Civilizations**

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

**20. Thursday, April 3                      Labor: Race to the Bottom**

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

**21. Tuesday, April 8                      Immigration: Migration and Development**

- Skeldon, Ronald. 2014. "Myths and movements," in *Migration and Development*. New York: Routledge, pp. 1-16.

**22. Thursday, April 10                      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.

**\*\*\*Country Project: Contemporary Development Issue due Friday, April 11\*\*\***

**23. Tuesday, April 15                      Environment: Energy and the Cost of Industrialization**

- Jack, B. Kelsey, 2017. "Environmental economics in developing countries: An introduction to the special issue," *Journal of Environmental Economics and Management*, Elsevier, vol. 86(C), pages 1-7.

*Section 3: Contemporary Solutions?*

**24. Thursday, April 17                      Microfinance and the Bangladesh Consensus**

- 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.

**25. Tuesday, April 22                      Social Movements vs. Regressive Movements**

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

**26. Thursday, April 24                      Overcoming Polarization**

- McCoy, J., Rahman, T., & Somer, M. (2018). "Polarization and the global crisis of democracy: Common patterns, dynamics, and pernicious consequences for democratic polities." *American Behavioral Scientist*, 62(1), 16-42.

**27. Tuesday, April 29**

**Conclusion and Quiz #3**

**\*\*\*QUIZ #3's 24-hour window: Wednesday, April 30\*\*\***

**28. Thursday, May 1**

**Final Review**

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

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