

# Sociology of Development and Globalization

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*Sociology 127*

*Fall 2017*

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**Class Meetings:** TuTh 12:30-2:00

**Location:** Valley Life Sciences 2060

**Office Hours:** By appointment via WeJoinIn



## 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 how this has impacted labor and the environment. We will conclude the course by considering alternative conceptualizations of development and approaches to pursuing development. 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 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 variation in patterns of 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 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.

## Course Requirements

### Participation/Clicker (5%)

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 student clicker 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 22nd. I will begin counting clicker data September 12<sup>th</sup>. 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 four participation scores. In other words, you have four 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 four 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.

### Quizzes (10%)

We will have regular bcourses 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. I will drop the lowest quiz score.

## Country Project (30%)

Each student will select a country. You will do in-depth research on that country. The first assignment will involve creating a factsheet for your country with statistics on social and economic indicators. More details about this assignment will be provided in class. This will provide you with a snapshot of your country today. Do not use Wikipedia as a source. I suggest that you use the World Bank website, The Economist Intelligence Unit website, as well as the government website for your country (if possible). A librarian will be coming to our class and creating a library guide for you that will have additional sources of statistics and overview information on your country. Your Factsheet should be well-organized and well-designed as it will be published on our bcourses site for your classmates to reference. I will show you an example of a well organized and designed factsheet in class. It should include facts like (not in this order):

- A map of the region with the country highlighted to provide a sense of its size and its location.
- Population
- GDP per capita
- Main economic sectors and contributors to GDP
- Natural resources
- Environmental issues/concerns
- Age structure (percentages)
- Urban and rural population (percentages)
- Life expectancy
- Health issues/concerns
- Literacy rate
- Labor issues/concerns
- Capital of the country
- Labor force size and by economic sector
- Unemployment rate
- Inequality (gini coefficient)
- Main exports and main countries to which they export
- Main imports and main countries from which they import
- Public debt
- Percentage of the population that uses the internet
- Military expenditure as a percentage of GDP
- International conflicts/disputes?
- Average years of education
- GDP growth rate over the last 10 years
- Anything else you come across that you think is relevant to give us a comprehensive snapshot of your assigned country today.

Then you will do research on the economic development history of your country. What's the most important development challenge or issue in the country? What are the historical roots that produced the current situation? What government or social responses or solutions have been proposed or implemented over time, and with what impact? You will write a 6-7 page, double-spaced paper with your findings. The factsheet will count for 10% of your grade. The essay will count for 20%. The factsheet is due Sunday October 22<sup>nd</sup> and the paper is due Sunday November 19<sup>th</sup>.

## Exams (Exam I 25%, Exam II 30%)

There will be two 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. 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. Please do not use cell phones and computers in this class. If you want to type notes, you can use a tablet laying flat on the desk, but please sit in the front row.

## 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.

## Office Hours

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. My office hours will be by appointment via WeJoinIn and I will try to vary the days and times so that everybody who wants to come can find a time that works with their schedule, though most often they will be on Thursday afternoons.

## Course Schedule

### **Thursday August 24<sup>th</sup>: Course Schedule and Expectations**

We will go over what will be covered in the course, as well as the course assignments and expectations. You should get started on these first three readings asap.

#### **Homework:**

- Polanyi, K. (1944) *The Great Transformation: The political and economic origins of our time*. Beacon Press Books, pps. 130-134 and 151-162.
- Fanon, F. (1961) *The Wretched of the Earth*. New York: Grove Press, pps. 235-239.
- McMichael, P. (2012) *Development and Social Change: A Global Perspective*. Thousand Oaks: Sage, pps. 26-54.

### **Tuesday August 29<sup>th</sup>: 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, A. (1995) *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pps. 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=DoWbm8zUG6Y>
- Here is a link to an NPR audio excerpt that discusses the Dulles brothers who were the Secretary of State and Director of the CIA in the 1950s. It describes the worldview of those in power in the U.S. during this time, which can help us understand the "development project." You are welcome to listen to the whole thing, but for homework you are required to listen to the excerpt (9:32-14:26): <http://www.npr.org/2013/10/16/234752747/meet-the-brothers-who-shaped-u-s-policy-inside-and-out>

### **Thursday August 31<sup>st</sup>: 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, A. (1990) *Social Change and Development: Modernization, Dependency, and World-Systems Theory*. Newbury Park, London and New Delhi: Sage Publications, pps. 17-37.
- Rostow, W. (1960). “The Five Stages of Growth.” In (eds) Seligson, M. and Passé-Smith, J. *Development and Underdevelopment: The Political Economy of Global Inequality*. Boulder and London: Lynne Rienner Publishers, pps 9-16.
- Lipset, S. (1967). “Values, Education and Entrepreneurship.” In (eds) Lipset, S. and Solari, A. *Elites in Latin America*. New York: Oxford University Press, pps 3-9 and 40-41.

### **Tuesday September 5<sup>th</sup> & Thursday September 7<sup>th</sup>: 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, J. (2012) *Food*. Cambridge: Polity Press, pps. 24-56.
- Watch film on soy production in Argentina:  
<https://www.youtube.com/watch?v=JxATngnqgv8>

### **Tuesday September 12<sup>th</sup>: 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

- Frank, A. (1969) *Latin America: Underdevelopment or Revolution*, pps. 3-17.
- Cardoso, F. and Faletto, E. (1979) *Dependency and development in Latin America*. Berkeley, University of California Press, pps. vii-7 and 172-176.

### **Thursday September 14<sup>th</sup>: 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, R. (2014) *International Aid and the Making of a Better World*. London and New York: Routledge, pps. 22-42.
- Webster, A. (1997) *Introduction to the Sociology of Development*. Palgrave MacMillan, pps. 149-171.

### **Tuesday September 19<sup>th</sup>: 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 Objectives

- 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.

### Homework:

- United Nations Development Program on South-South Development: [http://ssc.undp.org/content/ssc/about/what\\_is\\_ssc.html](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.”

### **Thursday September 21<sup>st</sup> and Tuesday September 26<sup>th</sup> 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.

### Homework

- Chibber, V. (2014) *The Developmental State in Retrospect and Prospect: Lessons from India and South Korea*. In (ed.) Williams, M. *The End of the Developmental State?* New York: Routledge, pps. 30-54.
- Wang, J. (2014) *Developmental State in Transition: The State and the Development of Taiwan's Biopharmaceutical Industry.* In (ed.) Williams, M. *The End of the Developmental State?* New York: Routledge, pps. 84-101.

### **Thursday September 28<sup>th</sup> 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, A. (1990) *Social Change and Development: Modernization, Dependency, and World-Systems Theory*. Newbury Park, London and New Delhi: Sage Publications, pps. 169-199.
- Robinson, W. (2011) *Globalization and the Sociology of Immanuel Wallerstein: A Critical Appraisal*. *International Sociology*, pps 1-23.

### **Tuesday October 3<sup>rd</sup>: Midterm Review**

### **Thursday October 5<sup>th</sup>: Midterm Exam**

### **Tuesday October 10<sup>th</sup>: Country Project Assignment & Library Session**

I will introduce the country project and a librarian will provide advice on how to go about your research.

### **Thursday October 12<sup>th</sup> and Tuesday October 17<sup>th</sup>: 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](https://www.youtube.com/watch?v=MCYU_HviAh0)
- Green, D. and Branford, S. (2013) *Faces of Latin America*. New York: Monthly Review Press, pps. 38-63.

### **Thursday October 19<sup>th</sup> 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, K. and de Freitas Barbosa, A. (2008) Neoliberal Policies, Labour Market Restructuring and Social Exclusion: Brazil’s Working Class Response. In (eds.) Bieler, A., Lindberg, I., and Pillay, D. *Labour and the Challenges of Globalization*. South Africa: University of KwaZulu-Natal Press, pps. 115-138.
- Silver, B. and Zhang, L. (2009) China as Emerging Epicenter of World Labor Unrest. In (ed.) Hung, H. *China and the Transformation of Global Capitalism*. Baltimore: Johns Hopkins Press.

## **Sunday October 22<sup>nd</sup> Country Factsheet Due**

### **Tuesday October 24<sup>th</sup> & Thursday October 26<sup>th</sup> Global Financial Instability**

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 Objectives**

- 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.

**Homework:**

- Chang, H. (2006) *The East Asian Development Experience: The Miracle, the Crisis and the Future*. London and New York: Zed Books, pps. 207-223.
- Clapp, J. (2012) *Food*. Cambridge: Polity Press, pps. 125-157.
- Ostry, J., Loungani, P., and Furceri, D. (2016) Neoliberalism: Oversold? *Finance & Development*, 53(2). Washington D.C.: International Monetary Fund.
- Watch The Inside Job (on bcourses)

**Tuesday October 31<sup>st</sup> The Rise of Sustainable Development Discourse**

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

**Learning Objectives**

- Understand the “sustainability project” and the various notions of how to pursue sustainable development.

**Homework:**

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

**Thursday November 2<sup>nd</sup> & Tuesday November 7<sup>th</sup>: Development & Climate Change**

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.

**Learning Objectives**

- 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 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, and the various views on carbon markets as a solution to climate change.

**Homework:**

- Reid, H. (2014) *Climate Change and Human Development*. London: Zed Books, pps. 1-17 and 233-250.
- Watch: [https://www.ted.com/talks/alice\\_bows\\_larkin\\_we\\_re\\_too\\_late\\_to\\_prevent\\_climate\\_change\\_here\\_s\\_how\\_we\\_adapt?language=en](https://www.ted.com/talks/alice_bows_larkin_we_re_too_late_to_prevent_climate_change_here_s_how_we_adapt?language=en)
- Suzuki, D. and Hanington, I. (2017) *Just Cool It! The Climate Crisis and What We Can Do: A Post-Paris Agreement Game Plan*. Vancouver/Berkeley: Greystone Books, pps. 223-245.

### **Thursday November 9<sup>th</sup>: Alternative Ideas about Rural Development, Agricultural Production & Trade**

We will discuss agroecology as an alternative way to organize and produce food, the rural development model promoted by social movements like the MST in Brazil, as well as the concept of food sovereignty developed by the global social movement Via Campesina. Food sovereignty has been presented as a challenge to the concept of food security, yet others question this dichotomy of food sovereignty versus food security and food sovereignty versus international trade. We will also take a look at organic and fair trade certification.

#### **Learning Objectives**

- Understand the main critiques coming from social movements of the dominant way of defining and pursuing development.
- Understand the types of alternatives promoted by social movements, and how they differ from the dominant understanding and approach to development.
- 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.
- Understand the goals of fair trade, how it works and how it has evolved over time.
- Be able to evaluate the possibilities and/or limitations of agroecology, food sovereignty and this alternative model of rural development.

#### **Homework:**

- McMichael, P. (2010). Changing the subject of development." In (ed.) McMichael, P. *Contesting Development: Critical Struggles for Social Change*. New York and London: Routledge.
- Méndez, E., Bacon, C. and Cohen, R. (2015) Agroecology as a transdisciplinary, participatory and action-oriented approach." In (eds.) Méndez, E., Bacon, C., Cohen, R. and Gliessman, S. *Agroecology: A Transdisciplinary, Participatory and Action-Oriented Approach*. Boca Raton: CRC Press, pps. 1-16.
- Watch: Soil, Struggle & Justice: Agroecology in the Brazilian Landless Movement (<https://www.youtube.com/watch?v=eq3KJMLH3Bk>)
- Bacon, C. (2015) Food sovereignty, food security and fair trade: the case of an influential Nicaraguan smallholder cooperative. *Third World Quarterly*, 36(3): 469-488.

### **Tuesday November 14<sup>th</sup>: Sustainable Cities**

We will look at the impact on urban areas to both the economic dislocation and environmental crisis that the dominant model of development has produced, as well as alternative ideas about how to pursue sustainable urban development. It has been estimated that more than 7 billion people – or more than 70% of the world’s population – will be living in cities by 2050 (Wanka 2016). Urban design and planning can help create cities with a low environmental footprint in comparison to some of the sprawling megacities that see today. We will examine various ideas about how to design eco-cities, including the role of urban agriculture, the idea of local economies, and low-impact development.

### **Learning Objectives**

- Understand the various impacts that economic dislocation – in both urban and rural areas – has had on cities.
- Understand the environmental issues urban areas face.
- Understand urban initiatives that seek to address food insecurity and that seek to reduce greenhouse gas emissions that contribute to climate change.

### **Homework:**

- Cooley, C. and Emery, I. (2016) Ecosystem services from urban agriculture in the city of the future.” In Brown, S., McIvor, K. and Snyder, E. (eds) *Sowing Seeds in the City: Ecosystem and Municipal Services*. Springer, pps. 1-22.
- Maxey, L. and Dale, S. (2009) Low impact development. In *Upsetting the Offset: The Political Economy of Carbon Markets*. U.K.: Mayfly Books, pps. 307-316.

### **Thursday November 16<sup>th</sup> Alternative Definitions and Measures of Development**

We will examine the concept of Living Well that was enshrined in Bolivia’s constitution, as well as Bhutan’s objective of maximizing gross national happiness.

### **Learning Objectives**

- 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.
- Understand the concept of gross national happiness and how it is implemented in Bhutan.

### **Homework:**

- Hindery, D. and Hecht, S. (2013) *From Enron to Evo: Pipeline Politics, Global Environmentalism, and Indigenous Rights in Bolivia*. Tucson: The University of Arizona Press, pps. 164-184.
- Watch:  
[https://www.ted.com/talks/tshering\\_tobgay\\_this\\_country\\_isn\\_t\\_just\\_carbon\\_neutral\\_it\\_s\\_carbon\\_negative?language=en#t-1116619](https://www.ted.com/talks/tshering_tobgay_this_country_isn_t_just_carbon_neutral_it_s_carbon_negative?language=en#t-1116619)

**Country Project Paper Due Sunday November 19<sup>th</sup>**

***Tuesday November 21<sup>st</sup> & Tuesday November 28<sup>th</sup>: Alternative Economic Models***

We will examine an alternative economic model based on Buddhist principles.

**Homework:**

- Brown, C. (2017) *Buddhist Economics*. New York: Bloomsbury Press.

**Learning Objectives**

- Understand alternative economic models.

**Thursday November 23<sup>rd</sup>: Holiday – No Class**

***Thursday November 30<sup>th</sup>: 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 THURSDAY DECEMBER 14<sup>TH</sup> 3-6PM**