

# Sociology of Development and Globalization

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*Sociology 127*  
*Spring 2014*

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Mailbox: 101 Stephens Hall  
Class Meetings: MWF 10-11  
Location of Class: 160 Kroeber

Office Hours: Thursdays 11-2  
Location of Office Hours: Free Speech  
Movement Café (next to entrance of  
Moffitt Library)

## 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 and within 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 begin by examining the geopolitical context out of which ideas of development and underdevelopment emerged, and how that shaped the way they were constructed. We will compare and contrast the different ways that Modernization theory, Dependency theory and World Systems theory explain this idea of underdevelopment, and how they argue it can be overcome. We will consider various explanations for the relative success of the East Asian NICs, as well as later what led up to the Asian Financial Crisis, and how it impacted Asia and the rest of the world. We will also examine the economic rise of China, and the implications for the global economy and global politics. We will discuss why Africa has such high rates of poverty, as well as debates over international aid to the region. We will learn about how neoliberal policies came to be implemented throughout the world, the social, economic and environmental impacts of these policies, and how neoliberalism has reinvented itself in response to critiques of it. Throughout the course, we will focus on the impact development theory has had on rural areas—from modernization theory to neoliberalism—and by extension its impact on urban areas. And, finally we will consider social movement critiques of the dominant way of thinking about development and structuring globalization. In the process of discussing these various topics related to development and globalization, we will look at in-depth case studies of countries from throughout the world.

## Course Materials

There is one required book (which I have put on reserve at Moffitt Library):

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. **Fifth Edition**. Thousand Oaks: Sage Publications.

All other readings are posted on our bcourses site.

## BCourses

We will be using U.C. Berkeley's new version of b-space called bcourses. It is so much better than bspace! You should be looking at our bcourses site on a daily basis. For each week, there is a module that very clearly lays out the expectations for that week, as well as links to the content you will need. Our class blog will also be on this site. Information on your grades is also on this site.

## Grade Breakdown

Participation & Quizzes	5%
Group Project	15%
Exam I (take-home)	20%
Exam II	25%
Final Exam	35%

## Participation & Quizzes

There are four ways that you can show your engagement in the class. One way is to participate in any discussions that we have in class. Another way is to post current events related to class material on our class blog, along with a short comment explaining the connection and/or raising an interesting question for discussion; or post a comment on somebody else's blog posting. I am looking for continuous engagement over the course of the semester. Posting a bunch of times during the last week of the semester does not illustrate this.

Another way to show your engagement in the course is by coming and chatting with me about the material in office hours. Even if you do not have a question about the material, I encourage each of you to come to office hours at least once during the semester to introduce yourself. This will help me connect names with faces. You are not required to engage in all of these ways, but you are welcome and encouraged to engage in more than one of these ways. By the end of the semester when I am assigning participation grades, I should know your name (even if it is purely through blog postings).

Each week there is also a quiz on the readings and videos assigned as homework. The quizzes are meant to encourage you to do the homework before coming to class so that you are prepared to engage with the ideas and questions introduced each week in

lecture. Our time together in lecture will be more fruitful if I don't have to go over the main points from the readings before we can analyze them (though you are always welcome to ask clarification questions on the readings), and we don't have to use class time to watch videos that are available online. Instead, we can use more of class time to analyze and think critically about the course material. I would like everybody to do the homework and quizzes before coming to class. Your performance on the quizzes will be factored into your participation grade.

## Group Project

At the beginning of the semester (during week 3), you will get in groups of six. You will pick a country, as well as a particular task that will contribute to the group effort. By week 8, you will have completed your particular task, and your group will meet to begin sharing what you each found. You will collectively analyze your findings. You will then (as a group) write a country report in which you present your conclusions backed up by the evidence you collected. Your report is due April 11<sup>th</sup>.

**Step 1** (to be completed over the weekend of February 1<sup>st</sup> and 2<sup>nd</sup>): go to the collaboration tab on our bcourses site and on the etherpad document I created sign-up for a country and a group role.

**Step 2** (to be completed between February 7<sup>th</sup> and March 10<sup>th</sup>): Collect the appropriate data for your group given your role in the team. For each role you will be working in pairs.

- *Role 1 Create a social and economic snapshot of the country today:* Find data on social and economic indicators for your selected country. Create charts and graphs for these various economic and social indicators that show your country in comparison to the average for its region, the average of other regions, as well as in comparison to the U.S. Collect data on how integrated it is in the global economy (e.g., what does the country export and import? How much of its own food does it produce? How hard has it been hit by food price volatility?) Collect data on the country's relationships with the IMF, World Bank and WTO (e.g., does it have loans out with the IMF and WB and if so, for what? Has it filed any claims in the WTO or taken vocal positions on any issues?) And, finally what are the economic, social and political challenges the country faces today (e.g., inflation? Severe inequality? Malnutrition? HIV? Political instability? War?) Basically, you are responsible for becoming an expert on your country's social and economic situation over the last five years, or so.
- *Role 2 Economic Historians:* Research the economic history of the country, with an emphasis on the period from WWII to the present. You should create graphs of key social and economic indicators over time. You should document how integration into the global economy changed over time, how what the country imported and exported changed over time, as well as when and in what ways the country has liberalized financial markets. You should gain an understanding of

- how the country's relationships with foreign capital, foreign governments, the IMF, the World Bank and the WTO have been over time.
- *Role 3 Political Historians:* Research the political history of the country with an emphasis on the period from WWII to the present, with a particular focus on how political development connected to economic development and the distribution of resources. What have been the approach and the strategies of the various governments over time with regards to development? Which groups have benefited from these various approaches and which groups have not? Which groups in society have been organized and put pressure on these governments (e.g., labor? Small farmers?)?

**Step 3** (To be completed between March 10<sup>th</sup> and April 11<sup>th</sup>): Share with your group mates the information you have collected, collectively analyze it, and write a report on your country. Drawing on the theories of development studied, analyze the country's experience of development. Identify what aspects of these theories seem to explain the country's development trajectory and what aspects of these theories fail to explain it and why. As a group, you will submit a country report that sums up your findings. It must not just include your conclusions. You must also provide evidence (data collected from step 2) to back up your findings. It should be about 5 pages, double-spaced (not including graphs and charts). This is not very long, which means that part of step 3 is selecting which information from step 2 is relevant and necessary evidence to support the argument you are making in your country report. You will not include everything you collected in step 2.

There are several purposes of this assignment. First, in the readings and in lectures we will look at particular countries as case studies that illustrate the topics we examine in the course, but we don't have the time to look at any one of these countries in-depth. This group project provides you with the opportunity to examine a single country in-depth and consider how all these ideas we will be discussing throughout the semester have played out in or pertain to this country. As we discuss the various questions of development and globalization over the course of the semester, you can draw on your knowledge of this particular country to contribute to our discussions. Second, the group project is an opportunity for you to get to know your classmates, learn to work as part of a team, exchange ideas with colleagues, and in the process refine your thinking on development and globalization. Third, it is an opportunity to strengthen your analytical skills, as well as the ability to synthesize information and develop a unique argument based on it. Given the short length of the paper, it also challenges you and your team to present your ideas succinctly and without unnecessary summary of information.

### **Grading the Group Work**

In group assignments, you have a responsibility to your group mates. You cannot flake on your part of the work because it will negatively impact not just you, but your group mates. It is important that you do not let them down. In most cases, a single grade will be assigned to the final product. However, in cases where a group member has shirked

on their work, that member will receive a lower grade than the rest of the group members. I will be checking in with each group at each step and will be able to identify who is not fulfilling their responsibility to the group effort. In addition, after submitting the country report each group will fill out an evaluation of their contribution to the group effort, as well as the contribution of their group mates. In groups where there appears to be disagreement over whether all contributed equally to the group project, I will meet with those groups to discuss what happened. If at any time throughout the project, a problem emerges within your group that the group cannot resolve, please let me know right away and I can help mediate the conflict.

## Writing Resources

I have periodically assigned short excerpts from the Sociology Department's publication [Writing Guidelines for Sociology](#). Please read them. You may feel that you already know how to write well, but we could all strengthen our writing skills.

## 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, you will receive a zero on the assignment, and will be reported to the university.

## Exams

There will be three exams, which will consist of short answer and short essay questions. The first exam will be a take-home exam. You will have 48 hours to complete the exam. The first exam will be posted on our bcourses site on February 22<sup>nd</sup> and will be due on February 24<sup>th</sup>. You are expected to work alone on the take-home exam. The second exam will be an in-class exam on March 21<sup>st</sup>. The final exam is also an in-class exam and is on Tuesday May 13<sup>th</sup> 3-6pm.

## U.C. Berkeley 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 hope and expectation is that you will adhere to this code. Anyone caught cheating during either the in-class or take-home exams will receive a failing grade in the course and will be reported to the University Center for Student Conduct.

## Late Policy

For the group project and the take-home exam, your grade will be lowered by a third 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). The only possible exceptions to this policy are if you have a letter from the Tang Center because of an emergency medical situation, or you work out something in advance with me.

## Office Hours

I really would like to get to know each of you in this class so I encourage you to come chat with me in office hours. I promise that I am not intimidating! You don't have to have a particular question in mind.

## Course Schedule

### Week 1 (1/22, 1/24): Course Overview and Historical Background

We will go over what will be covered in the course, as well as the course assignments and expectations. While the course focuses on the period post-WWII to the present, I will begin this first week by briefly discussing how new ways of thinking about the nature were introduced through colonialism, how colonial economies were shaped and the relationship between the colonies and industrialization in Europe.

#### Reading:

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

### Week 2 (1/27, 1/29, 1/31): The Emergence of the Project of Development

We will examine the geopolitical context out of which the concepts of development and underdevelopment emerged, as well as consider the construction of the discourse of development. We will also consider how development has been measured (such indicators as GDP and HDI) and critiques of these measures.

#### Reading:

Escobar, Arturo. Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press, pgs 21-46 and 52-54.

U.C. Berkeley Department of Sociology. 2010. Writing Guide for Sociology. Berkeley, California: U.C. Berkeley Department of Sociology, pgs. 13-18, 21-23, and 65-77.

#### Video:

After finishing the reading, watch this video of President Truman's Inaugural Address (beginning at 4:51 and ending at 11:30). As you watch the video, think about what ideas from the reading you see in the speech: [https://www.youtube.com/watch?v=PXE-u4WanMI&feature=player\\_embedded](https://www.youtube.com/watch?v=PXE-u4WanMI&feature=player_embedded)

### **Week 3 (2/3, 2/5, 2/7): 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.” We will also examine import substitution industrialization as one strategy countries used to industrialize.

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs. 55-60.

Rostow, W. W. (1990). “The Five Stages of Growth.” In Development and Underdevelopment: The Political Economy of Global Inequality, eds. Seligson, Mitchell A. and John T. Passé-Smith. Boulder and London: Lynne Rienner Publishers, pgs 9-16.

Lipset, S. M. (1967). “Values, Education and Entrepreneurship.” In Elites in Latin America, edited by Lipset, S. M. and A. E. Solari. New York: Oxford University Press, pgs 3-9 and 40-41.

### **Week 4 (2/10, 2/12, 2/14): Food Aid, Green Revolution, and the Rural Impact**

We will consider food aid within the larger geopolitical context of the 1950s and 1960s, discuss the impact of food aid on rural areas in the global south, how food aid was a vehicle for spreading Green Revolution technologies into the global south, how the Green Revolution transformed rural areas, and the social and ecological costs of it, as well as the urban bias of the import substitution industrialization (ISI) model of development being pursued by many countries at that time. The topics covered this week illustrate some of the central ideas of modernization theory, as well as specific impacts on rural areas.

#### **Reading:**

Clapp, Jennifer. 2012. Food. Cambridge: Polity Press, pgs. 24-56.

### **Week 5 (2/19, 2/21): Dependency Theory and World Systems 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 also discuss World Systems theory, including the ways in which it is similar to and different from Dependency theory.

#### **Reading:**

André Gunder Frank. 1969. Latin America: Underdevelopment or Revolution, pgs 3-17.

Cardoso, F. H. and E. Faletto (1979). Dependency and development in Latin America. Berkeley, University of California Press, pgs vii-7, 172-176.

Robinson, William I. 2011. Globalization and the Sociology of Immanuel Wallerstein: A Critical Appraisal." *International Sociology*, pgs 1-23.

## EXAM I (Take-Home Exam) Available February 22<sup>nd</sup> and due February 24<sup>th</sup>

### Week 6 (2/24, 2/26, 2/28): Newly Industrializing Countries (NICs)

We will study some of the explanations for the relative success of the NICs, with an in-depth look at the case of South Korea. We will discuss the ideas of the developmental state, the developmental alliance with business, how the geopolitics of the Cold War shaped the distribution of U.S. aid in the global south, and the export-oriented model of industrialization. We will compare and contrast the case of South Korea with that of Singapore.

#### Reading:

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 63-67 and 80-82.

Hundt, David. 2009. Korea's Developmental Alliance: State, Capital and the Politics of Rapid Development. London and New York: Routledge, pgs 56-73.

#### Video:

After finishing the reading, watch the following video on Singapore. The documentary is broken into two parts. As you watch this documentary, think about the ways in which the case of Singapore is similar to Korea, and the ways in which it is different:

[https://www.youtube.com/watch?v=yFa7-hi1lrk&feature=player\\_embedded](https://www.youtube.com/watch?v=yFa7-hi1lrk&feature=player_embedded)

[https://www.youtube.com/watch?v=bPTW5LhaaVg&feature=player\\_embedded](https://www.youtube.com/watch?v=bPTW5LhaaVg&feature=player_embedded)

### Week 7 (3/3, 3/5, 3/7): International Aid and Africa

We will consider the question of why Africa as a region has higher levels of poverty and lower social development indicators than other regions. We will focus on the role of international aid – the arguments for aid, what happens in practice as that aid is distributed, and the economic impacts of aid on countries.

#### Reading:

Moyo, Dambisa. 2009. Dead Aid: Why aid is not working and how there is a better way for Africa. New York: Farrar, Straus and Goroux, pgs. 3-9 and 29-47.

Webster, Andrew. 1997. Introduction to the Sociology of Development. Palgrave MacMillan, pgs. 149-171.

#### Video:

After completing the reading, watch the following interview with Moyo. Be prepared to discuss your reactions to her argument in class on Monday:

[https://www.youtube.com/watch?v=inClCwsVwjY&feature=player\\_embedded](https://www.youtube.com/watch?v=inClCwsVwjY&feature=player_embedded)



### **Week 8 (3/10, 3/12, 3/14): 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.

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 112-148.

Read the following blog posting by Timothy Wise of Tufts University on NAFTA: [http://www.globalpost.com/dispatches/globalpost-blogs/global-pulse/nafta-20-years-mexican-beer?utm\\_source=GDAE+Subscribers&utm\\_campaign=8fa1ffc47a-NAFTAat20\\_1\\_3\\_2014&utm\\_medium=email&utm\\_term=0\\_72d4918ff9-8fa1ffc47a-49715201](http://www.globalpost.com/dispatches/globalpost-blogs/global-pulse/nafta-20-years-mexican-beer?utm_source=GDAE+Subscribers&utm_campaign=8fa1ffc47a-NAFTAat20_1_3_2014&utm_medium=email&utm_term=0_72d4918ff9-8fa1ffc47a-49715201)

U.C. Berkeley Department of Sociology. 2010. Writing Guide for Sociology. Berkeley, California: U.C. Berkeley Department of Sociology, pgs. 45-52.

### **Week 9 (3/17, 3/19, 3/21): Labor in the Global Economy**

Many of these neoliberal policies have resulted in economic displacement of large numbers of people in the global south, a growth in the informal economy and neoliberal “solutions,” like export processing zones, have proven to be only temporary. Corporations based in the global north have increasingly outsourced production, transforming the labor market in these countries as well. We will examine these policies and how they have contributed to international migration, as well as some of the social issues that have emerged with deindustrialization in the U.S. We will also discuss the argument that there is a race-to-the-bottom in wages as countries of the global south compete to attract foreign capital.

#### **Reading:**

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 153-174.

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

I would like you to read this open letter to the AFL-CIO from climate justice organizations: <http://www.ourpowercampaign.org/an-open-letter-to-the-afl-cio/>

#### **Video:**

After doing the readings, watch this video on deindustrialization, labor in the U.S., inner cities, and the criminal justice system: [http://www.bbc.co.uk/blogs/newsnight/paulmason/2010/10/gary\\_indiana\\_unbroken\\_spirit\\_a.html](http://www.bbc.co.uk/blogs/newsnight/paulmason/2010/10/gary_indiana_unbroken_spirit_a.html)

**EXAM II IN-CLASS MARCH 21<sup>ST</sup>**

## Spring Recess 3/24-3/28

### Week 10 (3/31, 4/2, 4/4): Global Finance

We will examine the impacts of financial liberalization. We will discuss the rise of vulture funds, speculation in the agricultural commodities futures markets (and subsequent volatility in the price of food), currency speculation (and the subsequent Asian financial crisis and its global impact), as well as the IMF response to the Asian Financial Crisis.

#### Reading:

Clapp, Jennifer. 2012. Food. Cambridge: Polity Press, pgs. 125-157.

Valente, Marcela. 2013. "Argentina Seeks to Restructure Debt Held by Vulture Funds" Inter Press Service News Agency, August 29<sup>th</sup>.

U.C. Berkeley Department of Sociology. 2010. Writing Guide for Sociology. Berkeley, California: U.C. Berkeley Department of Sociology, pgs. 57-64 and 28-33.

#### Video:

After finishing the readings, watch this video on food and financial markets:

[https://www.youtube.com/watch?v=rpM9XxJ-vo4&feature=player\\_embedded](https://www.youtube.com/watch?v=rpM9XxJ-vo4&feature=player_embedded)

Watch this video on the impact of food price volatility on countries:

[https://www.youtube.com/watch?v=zAeNF738JhM&feature=player\\_embedded](https://www.youtube.com/watch?v=zAeNF738JhM&feature=player_embedded)

### Week 11 (4/7, 4/9, 4/11): Development and the Environment

We will discuss the environmental impact of globalized production, neoliberalism's export-oriented development model, and an increasingly global consumerist culture. We will take a look at some of the international initiatives that seek to address global environmental issues. We will also examine the ways the World Bank—a key actor in defining and diffusing the dominant model of development, analyzing and assessing the state of development in any particular country, making development prescriptions, and funding development projects—has responded to the social, economic and ecological crises and critiques in the wake of the widespread implementation of neoliberal policies. We will consider the policies the World Bank is currently emphasizing, as well as, more generally, the rise of the "Sustainability Project."

#### Reading:

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 244-249, pgs 251-261, and pgs 266-283.

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

U.C. Berkeley Department of Sociology. 2010. Writing Guide for Sociology. Berkeley, California: U.C. Berkeley Department of Sociology, pgs. 37-40 and 97-101.

### Videos:

Watch this short video on land grabbing in Africa:

[https://www.youtube.com/watch?v=d2NCNr2Brw8&feature=player\\_embedded](https://www.youtube.com/watch?v=d2NCNr2Brw8&feature=player_embedded)

Watch this video (broken into two parts) on soy (a crop used for agrofuels) production in Argentina:

[https://www.youtube.com/watch?v=qGu6-yl\\_Rac&feature=player\\_embedded](https://www.youtube.com/watch?v=qGu6-yl_Rac&feature=player_embedded)

[https://www.youtube.com/watch?v=b7lvXsDlalw&feature=player\\_embedded](https://www.youtube.com/watch?v=b7lvXsDlalw&feature=player_embedded)

## GROUP PROJECT DUE APRIL 11<sup>TH</sup>

### Week 12 (4/14, 4/16, 4/18): Social Movement Critiques of “Development” and Alternatives

We will take a look at critiques of the prevailing conceptualization and approach to development and globalization by social movements, as well as their suggested alternatives, including critiques by Brazil’s landless movement, the global social movement Via Campesina, and displaced villagers challenging “eco-development” in Pakistan.

#### Reading:

McMichael, Philip. 2012. Development and Social Change: A Global Perspective. Thousand Oaks: Sage, pgs 207-210.

McMichael, Philip. 2010. “Changing the Subject of Development.” In Contesting Development: Critical Struggles for Social Change. Ed. Philip McMichael. New York and London: Routledge.

Ali, Nosheen. 2010. “Re-Imagining the Nature of Development: Biodiversity Conservation and Pastoral Visions in the Northern Areas, Pakistan.” In Contesting Development: Critical Struggles for Social Change. Ed. Philip McMichael. New York and London: Routledge.

### Week 13 (4/21, 4/23, 4/25): The Rise of China: Implications for the Global Economy and Global Politics?

In the media and in politics, there is a lot of talk about China, and what China’s expanding economy will mean for the global economy and global power dynamics. This week we will look at the global economic and political implications of the economic expansion of China, its economic interdependence with the U.S., its extractive activities in the global south and its political and economic relationships with countries in the global south, as well as the sustainability of China’s development model.

#### Reading:

Hung, Ho-Fung. 2009. “The Three Transformations of Global Capitalism” and “A Caveat: Is the Rise of China Sustainable?” In China and the Transformation of Global Capitalism. Ed. Ho-fung Hung. Baltimore: Johns Hopkins University Press.

**Week 14 (4/28, 4/30, 5/2): Course Wrap-Up and Final Discussion**

In the final week of 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. We will discuss how you think these various issues and debates should be resolved.

**FINAL EXAM TUESDAY MAY 13<sup>TH</sup> 3-6PM**