

# SOC 185: Globalization and Social Development Syllabus

## Welcome to the Course

Welcome to SOC 185. This class will train students to become participants in global debates about globalization, poverty and inequality. In doing so, it introduces students to dominant paradigms of globalization, “development” and welfare and situates such paradigms in the 20th century history of capitalism and liberal democracy.

Second, the class familiarizes students with the field of poverty action. It examines key institutions and actors—from the World Bank to global social movements, from national and local governments to nonprofits and NGOs, from multinational corporations to philanthropic foundations. Students are encouraged to understand methodologies of poverty action as well as their strengths and limitations.

Third, the course is concerned with philosophies of global justice and the ethics of global citizenship. Students are expected to critically reflect upon their own engagements with poverty action and their own aspirations for social change.

Finally, the class adopts a global approach to the analysis of global inequality. While the emphasis of the class is on the experiences of the global South, it is equally concerned with structures of inequality in the global North, as the two are inextricably intertwined. In this sense, the class brings poverty “home,” disrupting the comfortable perception that poverty exists elsewhere, and can be contained at a distance.

### **Synchronous Online Lectures:**

To begin the quarter, we will have synchronous ZOOM lectures *Thursdays from 6:30-7:20p*. Please log in with your UC San Diego Active Directory credentials. The Zoom link is (<https://ucsd.zoom.us/j/91443612377>)

### **Asynchronous (Online) Course Elements:**

UC San Diego’s Learning Management System: <https://canvas.ucsd.edu>  
Login: UC San Diego Active Directory credentials

**Course Information**

<b>Course Description</b>	Social development is more than sheer economic growth. It entails improvements in the overall quality of human life, particularly in terms of access to health, education, employment, and income for the poorer sectors of the population. Course examines the impact of globalization on the prospects for attaining these goals in developing countries.
<b>Instructor</b>	<i>Dr. Kristopher Kohler</i>

**Overall Course Expectations**

<b>What you can do to support your success in the course:</b>	<b>What I will do to support your success in the course:</b>
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings as each one builds on the previous one.	Respond to emails within 48 hours and provide timely feedback on assignments / submissions.
Contribute to the learning environment with <a href="#">fairness, cooperation, and professionalism</a>	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself <a href="#">honestly and ethically</a>	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity <sup>1</sup> . Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

1. Please read UC San Diego's [Policy on Integrity of Scholarship](#) and take the [integrity pledge!](#)

## Course Materials and Tools

### Required Text/Readings

There is one required text for the course: *The Divide: Global Inequality from Conquests to Free Markets* by Jason Hickel (also sold under the title, *The Divide: Global Inequality from Conquests to Free Markets: A Brief Guide to Global Inequality and its Solutions*). The remainder of readings will be made available on CANVAS.

## Assignments, Projects, and Grading

### Readings, Video Lectures and Film

You are expected to read all assigned readings **before** class. This is critical as class is predominately based on discussion **around the readings**. Some days have light reading, while others have heavier reading. Plan ahead if you know heavy reading days are coming. Mini-Video Lectures or assigned Videos are required components of the course and are required as well. Not preparing for class beforehand will lead to a failure to participate and an inability to understand the material on the exams. This will severely impact your grade in this course.

Attendance/ Participation (15%): You are expected to come to class and participate during the scheduled class times. As often as possible, I will minimize using our class time for lectures. I prefer to engage in rich discussions about the topics of the week and to keep class time for reinforcing concepts, clarifying confusing topics, debates, and other activities. However, this requires that students do the work necessary to prepare for class. Fifteen percent (15%) is significant percentage of your grade. Please do not take this section for granted.

Midterms/ Quiz (50%): You will have two online (timed) midterm/quizzes. The first must be completed **by Sunday, January 27<sup>th</sup>, 11:59pm**. The second must be completed **Sunday, February 27<sup>th</sup>, 11:59pm**

Tests (35%): The Final Exam will be due **Tuesday, March 15<sup>th</sup> 7:00-9:59p PST**. Late submissions of the Final Exam will not be accepted.

### Grading:

Attendance/ Participation	15%
Midterm # 1	25%
Midterm # 2	25%
Final Exam	35%

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Total	100%
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## Grading Scale

**A** = 90-100%    **B** = 80-89%    **C** = 70-79%    **D** = 60-69%    **F** = 59%-below

## Credit/No Credit

If you wish to take the class for Credit/No Credit instead of a letter grade please let me know as early as possible. To receive Credit, you must earn a C- or above.

Email Etiquette: **Please include the title “SOC 185 question” in all emails.** Email is a great medium for asking short questions about the class or class assignments; however, it is often not ideal for in depth conversations. I am available for help during office hours and by appointment. By appointment, we can also arrange a phone or Zoom discussion.

## Inclusion Statement

It is my hope that in this course we will develop a supportive learning community that will foster rich discussions through the sharing of personal ideas, experiences, and relationships to course material. Honesty, listening for understanding, a willingness to share your ideas, and respect for self and others are basic guidelines that can help create a positive learning environment. Your participation and feedback are important to the success of the course and I welcome your thoughts throughout the semester on how we might improve class processes that will encourage effective communication and dialogue.

**COURSE SCHEDULE**

**Week 1: Colonial and Imperial Beginnings (January 6)**

*Contemporary poverty and inequality have roots in historical processes. This week we will consider some of those processes, including dispossession, underdevelopment, and enslavement.*

Read:

1. Hickel, Jason (2017) *The Divide: Global Inequality from Conquests to Free Markets*. (Chapter 3)
2. Logan, Amanda (2016) "Why Can't People Feed Themselves?" Archaeology as Alternative Archive of Food Security in Banda, Ghana. *American Anthropologist* 118(3): 508-524.
3. Rodney, Walter (1972) excerpts from *How Europe Underdeveloped Africa*. Washington, DC: Howard UP. (pp. 149-173)
4. McMichael, Philip. (2016) excerpt from *Development and social change: A global perspective*. (pp. 26-38)

**Week 2: "Independence," Neo-Colonialism and Coups d'état (January 13)** *This week we will discuss the efforts of newly independent nations in the Global South to chart their own development path. Nominal "independence" allowed a space for some economic and political autonomy, but this space was quickly closed.*

Read:

1. Hickel, Jason (2017) *The Divide: Global Inequality from Conquests to Free Markets*. (Chapter 4) 99-134
2. Rodney, Walter (1972) excerpt from *How Europe Underdeveloped Africa*. Washington, DC: Howard UP. (pp. 223-238)
3. McMichael, Philip. (2016) excerpt from *Development and social change: A global perspective*. (pp. 38-54)
4. Nkrumah, Kwame (1967) "Introduction" from *Neo-Colonialism: The Last Stage of Imperialism*.

**Week 3: Modernization Theory and Development (January 20)**

*This week we will study the history of 20<sup>th</sup> century development revisiting crucial moments such as the Cold War and its aftermath, the Non-Aligned Movement, and the rise of the World Bank.*

Read:

1. Rostow, W.W. (1960) "Modernization: Stages of Growth" from *Stages of Economic Growth: A Non-Communist Manifesto*.
2. Rodney, Walter (1972) excerpt from *How Europe Underdeveloped Africa*. Washington, DC: Howard UP. (pp. 13-28)
3. McMichael, Philip. (2016) excerpt from *Development and social change: A global perspective*. (pp. 55-67)
4. Goldman, Michael (2005) "The Rise of the Bank" in *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven, Yale UP. (pp. 46-88)

Recommended Readings:

1. Ferguson, James, (2007) "Decomposing Modernity: History and Hierarchy after Development" in *Global Shadows: Africa in the Neoliberal World Order*.
2. Wade, Robert (2003) What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of 'Development Space.' *Review of International Political Economy* 10(4): 621-644.

Potential Film: *The Shock Doctrine*

**Week 4: The Debt Trap and Structural Adjustment (January 27)**

*This week we will draw our attention to the remaking of developing economies through Structural Adjustment Programs (SAPs), their effects on the poor and poverty alleviation efforts and the ideological efforts to justify them.*

Read:

1. Hickel, Jason (2017) *The Divide: Global Inequality from Conquests to Free Markets*. (Chapter 5) 137-172
2. McMichael, Philip. (2016) excerpt from *Development and social change: A global perspective*. (pp. 112-127)
3. Goldman, Michael (2005) "The Rise of the Bank" in *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven, Yale UP. (pp. 88-99)
4. Davis, Mike. (2004) "Planet of Slums." *New Left Review* 26: 5
5. Escobar, Arturo (1999) The Invention of Development. *Current History* 98: 382-386.

Recommended Readings:

1. Cavanaugh, John and Jerry Mander (eds.) (2004) *Alternatives to Economic Globalization: A Better World is Possible*. (Ch. 3)
2. Perkins, John (2004) *Confessions of an Economic Hit Man*. Berrett-Koehler Publishers, 2004.
3. Ferguson, James (2007) "De-Moralizing Economies: African Socialism, Scientific Capitalism, and the Moral Politics of Structural Adjustment" in *Global Shadows: Africa in the Neoliberal World Order*

Potential Film: *Life and Debt*

Potential Film *The New Rulers of the World*

\*\*\*\*\*Quiz #1 Due by Sunday, January 27<sup>th</sup>, 11:59pm\*\*\*\*\*

**Week 5: Neoliberalism, the WTO and Depoliticizing Poverty (February 3)**

*We will continue our discussion of poverty and wealth through debates around neoliberal globalization, “free” trade and the emergence and growth of the World Trade Organization. In addition, we will discuss the depoliticizing effects of these processes.*

Read:

1. Harvey, David (2005) The Construction of Consent. in *A Brief History of Neoliberalism*. Oxford: Oxford University Press. (pp. 39-63)
2. Hickel, Jason (2017) *The Divide: Global Inequality from Conquests to Free Markets*. (Chapter 6) 173-206
3. McMichael, Philip. (2016) excerpt from *Development and social change: A global perspective*. (pp. 127-148)
4. Ferguson, James (1994) The Anti-Politics Machine. *The Ecologist* 24(5): 176-181.

Recommended Readings:

1. Fraser, Nancy (2010) Injustice at Intersecting Scales: On 'Social Exclusion' and the 'Global Poor'. *European Journal of Social Theory* 13(3): 363-371.
2. Escobar, Arturo. (1988) "Power and visibility: Development and the invention and management of the Third World." *Cultural Anthropology*.
3. Mitchell, Timothy (2002) Can the Mosquito Speak? In *Rule of Experts: Egypt, Techno-Politics, Modernity* (pp 19-53) University of California Press.
4. Pigg, Stacy Leigh (1992) Inventing Social Categories Through Place: Social Representations and Development in Nepal. *Society for Comparative Studies in Society and History* 34(3): 491-513.
5. Scott, James C. (2008) *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*.
6. Ferguson, James, (2007) “Paradoxes of Sovereignty and Independence: ‘Real’ and ‘Pseudo-’ Nation-states and the Depoliticization of Poverty” in *Global Shadows: Africa in the Neoliberal World Order*.

Potential Film: RSA Minimate: Winners Take All (Anand Giridharadas)

Potential Film: #GlobalPOV Project “Is Privilege Poverty?” w/ Clare Talwalker

**Week 6: Transnational Capital (February 10)** *This week we look at the implications of increasing transnational corporate cooperation and concentration and whether this constitutes the formation of new Transnational Capitalist Class.*

Read:

1. Cavanaugh, John and Jerry Mander (eds.) (2004) *Alternatives to Economic Globalization: A Better World is Possible* (pp. 32-54, 271-280)
2. Sklair, Leslie. (2002) "Democracy and the transnational capitalist class." *The Annals of the American Academy of Political and Social Science*
3. Klein, Naomi (2007) “Disaster Capitalism: The New Economy of Catastrophe.” *Harpers Magazine*. Pp. 47–58.
4. Farmer, Paul (2009) On Structural Violence and Suffering: A View From Below. *Race/Ethnicity* 3(1): 11-28.

Recommended Readings:

1. Robinson, William I. (2013) “Global Class Formation and the Rise of a Transnational Class” in Smith, Keri E. Iyall (ed.), *Sociology of Globalization*, 2013.
2. Tierney, Kathleen (2015) Resilience and the Neoliberal Project: Discourses, Critiques, Practices—And Katrina. *American Behavioral Scientist* 59: 1327-1342.
3. Bonilla, Yarimar (2020) The Coloniality of Disaster: Race, Empire, and the Temporal Logics of Emergency in Puerto Rico, USA. *Political Geography* 78.

Potential Film: *The Corporation*

**Week 7: Millennial Development and Economistic Thinking (February 17)**

*During this week we will take a look at “millennial development” – the bold and ambitious imagination to “end poverty” – and the ongoing debates surrounding this economistic approach to poverty alleviation.*

Read:

1. Hickel, Jason (2017) *The Divide: Global Inequality from Conquests to Free Markets*. (Chapter 1 & 2) 7-59
2. Sachs, Jeffrey (2005) Selections from *The End of Poverty: Economic Possibilities for Our Time* (pp. 56-66, 251-255, 329-334) New York: Penguin.
3. Easterly, William (2006) Selections from *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Harm and So Little Good* (pp. 3-7, 37- 41, 72-79) New York: Penguin.

Recommended Readings:

1. Friedman, Tom (2005) “It’s a Flat World, After All” *New York Times Magazine*, April 3.
2. Kanbur, Ravi and Andy Sumner (2012) Poor Countries or Poor People? Development Assistance and the New Geography of Global Poverty. *Journal of International Development* 24: 686-695.
3. Mohan, Giles and Marcus Power (2009) Africa, China, and the ‘New’ Economic Geography of Development. *Singapore Journal of Tropical Geography* 30(1): 24-28.
4. Sen, Amartya. (2006) "Development as freedom: An India perspective." *Indian Journal of Industrial Relations*
5. Kohler, Kristopher (2019) The Return of the Ugly American: How Trumpism is Pushing Zambia towards China in the “New Cold War.” *Perspectives on Global Development and Technology*

Potential Film: *Inside Job*

\*\*\*\*\*Quiz #2 Due by Sunday, February 27<sup>th</sup>, 11:59pm\*\*\*\*\*



**Week 8: Food Wars: Agribusiness and the Struggle for Food Sovereignty (February 24)** *This week we will explore the implications of global food policy and practice on the lives of the poor and hungry. We will also address alternative approaches to addressing hunger and food security.*

Read:

1. McMichael, Philip. (2016) excerpt from *Development and social change: A global perspective*. (pp. 67-79)
2. Klare, Michael (2012) excerpt from *The Race for What's Left: The global scramble for the world's last resources*
3. Shiva, Vandana (2006) "The Second Coming of Columbus: Piracy Through Patents" in Rothenberg, Paula S. (ed.), *Beyond Borders: Thinking Critically About Global Issues*
4. Shiva, Vandana (2006) "The Crisis of Potato Growers in U.P." in Rothenberg, Paula S. (ed.), *Beyond Borders: Thinking Critically About Global Issues*
5. Butler, Kiera (2014) "How America's Favorite Baby-Goat Club is Helping Big Ag Take Over Farming in Africa." *Mother Jones*.
6. Altieri, Miguel A. and Victor Manuel Toledo (2011) The Agroecological Revolution in Latin America: Rescuing Nature, Ensuring Food Sovereignty, and Empowering Peasants. *The Journal of Peasant Studies* 38(3): 587-612

Recommended Readings:

1. Roy, Arundhati (2006) "Shall We Leave It to the Experts?" in Rothenberg, Paula S. (ed.), *Beyond Borders: Thinking Critically About Global Issues*
2. Bello, Walden. (2020) "The Corporate Food System Is Making the Coronavirus Crisis Worse." *Indigenous Policy Journal* 31.1.
3. McMichael, Philip and Mindi Schneider (2011) Food Security Politics and the Millennium Development Goals. *Third World Quarterly* 32(1): 119-139.

Potential Film: Seed: The Untold Story

**Week 9: Making Agriculture a Business (March 3)**

*Drawing from our previous discussions of neoliberalism, in this week we will consider efforts to "make agriculture a business" and question the politics of food security.*

Read:

1. Hickel, Jason (2017) *The Divide: Global Inequality from Conquests to Free Markets*. (Chapter 7) 207-236
2. Clapp, Jennifer and S. Ryan Isakson (2018) "What is the Link Between Food and Finance?" In *Speculative Harvests: Financialization, Food and Agriculture*. Manitoba: Fernwood Publishing. (pp. 1 -28)
3. Holt-Giménez. Eric (2019) Capitalism, food, and social movements: The political economy of food system transformation.

Recommended Readings:

1. Schurman, Rachel (2018) Micro(soft) Managing a 'Green Revolution' for Africa: the New Donor Culture and International Agricultural Development. *World Development* 112: 180-192.

**Week 10: The Ethics of Global Citizenship (March 10)**

*This week we will imagine what a world beyond development might look like.*

Read:

1. Hickel, Jason (2017) *The Divide: Global Inequality from Conquests to Free Markets*. (Chapters 8 & 9)
2. Schwalbe, Michael, (2006) “The Cost of American Privilege” in Rothenberg, Paula S. (ed.), *Beyond Borders: Thinking Critically About Global Issues*.
3. Subcomandante Marcos (2000) Do Not Forget Ideas Are Also Weapons. *Le Monde Diplomatique*.

Potential Film: #GlobalPOV Project: “Will Hope End Inequality?” w/ Genevieve Negrón Gonzales

**\*\*\*\*\*Final Exam: Tuesday, March 15<sup>th</sup> 7:00-9:59p PST\*\*\*\*\***

## Resources for Support and Learning

There are a variety of resources available to students at UC San Diego, which are designed to address needs and enhance the student experience. In this section, the course is connected to the broader university community by services and programs for students. If there are resources specific to the course, school, department and/or topic, be sure to include those here.

<h3>Learning and Academic Support</h3>	
<p><b><u><a href="#">Ask a Librarian: Library Support</a></u></b>  <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><b><u><a href="#">Course Reserves, Connecting from Off-Campus and Research Support</a></u></b>  <i>Find supplemental course materials</i></p> <p><b><u><a href="#">First Gen Student Success Coaching Program</a></u></b>  <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><b><u><a href="#">Office of Academic Support &amp; Instructional Services (OASIS)</a></u></b>  <i>Intellectual and personal development support</i></p>	<p><b><u><a href="#">Writing Hub Services in the Teaching + Learning Commons</a></u></b>  <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><b><u><a href="#">Supplemental Instruction</a></u></b>  <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><b><u><a href="#">Tutoring – Content</a></u></b>  <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><b><u><a href="#">Tutoring – Learning Strategies</a></u></b>  <i>Address learning challenges with a metacognitive approach</i></p>
<h3>Support for Well-being and Inclusion</h3>	
<p><b><u><a href="#">Basic Needs at UCSD</a></u></b>  <i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: <a href="mailto:foodpantry@ucsd.edu">foodpantry@ucsd.edu</a>   <a href="mailto:basicneeds@ucsd.edu">basicneeds@ucsd.edu</a>   (858) 246-2632</i></p> <p><b><u><a href="#">Counseling and Psychological Services</a></u></b>  <i>Confidential counseling and consultations for psychiatric service and mental health programming</i></p>	<p><b><u><a href="#">Community and Resource Centers Office of Equity, Diversity, and Inclusion</a></u></b>  <i>As part of the <a href="#">Office of Equity, Diversity, and Inclusion</a> the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus (858).822-.3542   <a href="mailto:diversity@ucsd.edu">diversity@ucsd.edu</a></i></p> <p><b><u><a href="#">Get Involved</a></u></b></p>

<p><a href="#"><u>Triton Concern Line</u></a> Report students of concern: (858) 246-1111</p> <p><a href="#"><u>Office for Students with Disabilities (OSD)</u></a> Supports students with disabilities and accessibility across campus</p>	<p><i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i></p> <p><a href="#"><u>Undocumented Student Services</u></a> <i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i></p>
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## Campus and Course Policies

### Course Policies

#### Health and Well-Being Statement

This class is occurring in the middle of a global pandemic which has introduced layers of uncertainty to both our classroom and the world around us. I am committed to providing clear communication, consistent course instruction and maintaining a classroom that is conducive to intellectual pursuit and critical inquiry. Your wellness is crucial, and so if during the term, you contract COVID, begin caring for someone who has or encounter any other COVID-related challenge, please let me know.

Additionally, I encourage you to develop study groups and group chats via GroupMe, Slack, or any other medium that is available globally.

#### Subject to Change Policy

*\*\*\*The Professor reserves the right to alter/edit/adjust this syllabus as necessary throughout the term.\*\*\**

### Campus Policies

- [UC San Diego Principles of Community](#)
- [UC San Diego Policy on Integrity of Scholarship](#)
- [Religious Accommodation](#)
- [Nondiscrimination and Harassment](#)
- [UC San Diego Student Conduct Code](#)