



Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the *xwməθkwəyəm* (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

About The Sociology of Development and Underdevelopment

Recent populist movements, the assertion of protectionist policies, the reintroduction of fascism, and many other shifts have led many to wonder if 2020 is marked the end of liberalism. Sociology, with its theoretical frameworks for gender, race, political economy, and postcolonialism, and its critiques of power and privilege provides us with a unique perspective for exploring the historical conditions that brought us to this juncture. This course begins with an examination of colonization as a political and economic strategy that sets the stage for the rise of global owners and the dominance of capitalism in the middle of the last century. Students will gain an understanding of the economic and political tools countries and organizations have used to gain their economic footing, and how the policies from this era have created conditions that are still with us today. Students will apply broad theoretical frameworks to better understand what is meant by development, why some countries remain underdeveloped, and what this tells us about the goals of powerholders. The course will wrap up with an examination of the social consequences of the globalization project, and the resistance to this project being waged through social movements, consumer movements, Indigenous peoples' movements, and through corporations and governments.

Course Information

Lecture M/W 3:30-5 in WOOD 1

Instructor: Dr. Kerry Greer

Office: ANSO 124

Office Hours: Tues 2-4 & Wed 1:30-2:30

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Phone: 604-827-0668

Learning Objectives

A main objective of this class is to familiarize students with ideas, concepts and ways of analyzing global relations. In order to achieve this, this course with endeavor to build the following skills:

1. Basic Economic Literacy – Development is, at its core, defined by economic relations. Inevitably, to analyze these relations, we have to use some economic concepts. For some this may be unfamiliar territory, but stick with it, it will be well worth it.
2. Sociological Analysis of Economic Development – understanding the underlying economic structures is our starting point – how these structures affect the social and political realms is our ultimate goal. An economy is not some intricate super computer that makes objective decisions about how to maximize wealth and welfare. Economies are people working with each other “from 9-5.” Who gets what and how from the economy is a social issue because some ways of distributing work and goods may be conducive to general welfare, peace, and blissful coexistence, while other ways of distributing work and goods foster distrust and warfare. Who gets what from the economy is also a political matter, because it depends on power and not everyone enters the game with the same amount of it.
3. Historical Perspective – Sociology 301 places the current period of globalization (1970s-present) in historical perspective. Students will become familiar with global relations in two earlier periods – the era of European

Colonialism (pre-WWII) and the National Development Era (WWII-early 1970s) as a means of making sense of the current era of globalization.

Course Materials

- *Development and Social Change*, 6th edition OR 5th edition by Philip McMichael. This text has been ordered and should be in the bookstore. I have also requested that the library copy be kept on 2-hour reserve for students.
- Additional readings are posted to Canvas under “Course Materials” and through the Library Reserve button. It is probably helpful to print these articles, or at least some of them.
- Students should expect to spend approximately \$30 printing a poster as part of the requirements for this course.

A note on the text. I realize that the McMichael book is very expensive. It is a central text for this course, and I really suggest that if you are committed to doing well in the course, you commit to purchasing the book. We will read it, and it is definitely important for understanding the argument I will be making over the course of the semester.

Another note on course materials. I have reduced the required and suggested readings for this course to a minimum, in part because students tend not to do a lot of readings when they are assigned. However, this really is a “minimum” and if you want to be conversant in the topics discussed in this course, I really recommend you read much more than what is listed on the syllabus. I have a ton of recommended readings – just ask!

Student Assessment

Students have several opportunities to demonstrate their learning and knowledge. I encourage students to engage throughout the course, as this is the best way to ensure that you will be well prepared to clearly articulate what you have learned on exams, in essays, and in your memos and in-class exercises.

Exam (x2)	Feb 3, March 18	400 points (40%)
Responses to Globalization	March 11, March 23, March 30, April 6, April 8, April 15	500 points (50%)
In-class exercises	Throughout term	100 points (10%)

Final grades will be assigned in the following way (this is standard for UBC):

900-1000	A+	760-799	B+	640-679	C+	500-549	D
850-899	A	720-759	B	600-639	C	0-499	F
800-849	A-	680-719	B-	550-599	C-		

According to the UBC Guidelines:

An A grade is “Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.”

A B grade is “Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.”

A “D to C” grade is “Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.”

Posting of Grades. Graded assignments and activities will be returned to students at the end of class. Students can expect marks to be posted to Canvas and should monitor their marks there to ensure that they are correctly entered. If a mistake is suspected, students need to notify the instructor immediately and submit their original graded work with the TA/Instructors comments and grade. Students should initiate this process via email, and submit work to be corrected at the next class meeting.

Exam Grades. Students will receive two grades for each exam—one for the multiple-choice questions and another for the short answer/fill-in-the-blank/applied learning section. The grades for each are in a separate column on Canvas and should help students identify their strengths in terms of exam preparation. I do not return exams to students, but

instead invite students to come to my office hours to review their exam. Students who do poorly on the first exam are expected to schedule a 1:1 meeting to review their exam with the Instructor.

Exam Days. During exams, bags are placed in the front of the room, and students are assigned seats. Students are allowed to bring 1 pen and 2 pencils, an eraser, and a white out device to their seats. Students are not allowed to leave the room during the exam, and if finished early, are only allowed to leave at a predetermined break point. Students are expected to conform to expectations spelled out in the UBC Calendar regarding behaviour during exams:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,90,0>

Requests to Re-Mark Assignments. Students who feel that their papers are unfairly assessed should arrange to have their work re-assessed by the Instructor with the understanding that their grade may increase OR decrease. The process for re-submitting work to be re-marked is to submit the exact same work, with comments/grades with a paragraph explaining why you think your mark should be increased.

Late Assignments. If you need to miss an assignment deadline due to illness or any other unforeseen reason, you must notify me as soon as possible *prior* to the due date and apply for academic accommodation via your academic advisor. Without accommodation, points (specified below) will be deducted per day that the assignment is late. Please note: I am not obligated to accept late assignments and do so solely at my own discretion.

Missed Exams. Students should make every effort to make it to the exams. If you are sick or have an emergency arise, please contact me as soon as possible. In some cases I will allow students to make up the exam, but I reserve this option for exceptional circumstances and may require the student to submit documentation to Arts Advising.

Description of Course Requirements

Exams (40%)

Regular attendance and keeping up with assigned readings are essential for doing well on exams. Class time will be spent preparing for the exams through lecture, discussion, media, and in-class exercises. There will be two examinations. Each exam will focus on the material that immediately precedes it, although the material is cumulative by its nature. Each exam is worth 20% of your grade. Exams are a combination of multiple-choice and short answer (paragraph).

Exam Procedures

During exams, students will arrive and place their bags and coats in the front of the room. Students will be assigned seats, and students are only allowed to bring 1 pen, 2 pencils, an eraser, and a white out device to their seats. No pencil cases, water bottles, coffee cups, etc. are allowed during exams. To minimize disturbance, students are not allowed to leave until the end of the exam period.

Responses to Globalization (50%)

This is a major project that students are responsible for completing during the last third of the course. Students should begin thinking about their topics during week eight. I will provide a list of ideas for topics, but students are strongly encouraged to consider their own experiences and communities and think about how globalization has affected these spaces, and how their community has responded.

Proposal (5%)

Proposals are a one-page outline of the topic and the specific case study with an attached annotated bibliography with at least three peer-reviewed articles, one book chapter, and one newspaper report.

Blog Post (5%)

Blog posts of 700-1000 words must be posted to the course website. This should provide a concise description of your case study. It is imperative that the blog post be posted on time. Fellow students will look through posts to identify potential partners for the poster-making aspect of this project. For this reason it is also imperative that everyone show up to class on March 25th having read other blog posts and having an idea of who to partner with. Blog posts should be clear, concise, and provide key words in the title and at the top of the article to guide classmates.

Poster Submission (5%)

Students will use the blog posts to identify 2 other students who are studying a similar topic, form a group, and using class time, identify common themes across the topics. Students will then construct a poster that shares key information about their topics. This poster must be submitted to the printer by noon on Monday, March 30th. Each group must bring proof (a screenshot is fine) of having submitted their poster to the printer to class.

Conference Presentation (10%)

Groups of students will be responsible for presenting their findings to their classmates during a two-day mini-conference during the final week of the term. Students NOT presenting on one of the days are required to attend and learn from their classmates' presentations. Posters and presentations will be evaluated by myself and by your peers.

Final Paper and Reflection (25%)

Final papers will situate the response within the framework of globalization and development. Papers will be rooted in course material, offer an overview of the specific case study, identify the strengths and weaknesses for how this response addresses some of the issues related to globalization. Papers will be titled, contain references, and be 7-10 pages long.

In-Class Activities (10%)

Throughout the term and with no notice, I will provide short assignments to be completed in class. These assignments will check on your comprehension of the assigned reading material, if I feel that students are not doing the reading. If I feel that they are doing the reading, then these will be more interesting and ask that you apply what you are learning to new contexts. These activities cannot be made up. If you are late and students are still actively working on an activity, you may participate, otherwise no make-up opportunities will be provided.

Preparedness, Attendance and Lateness

Students are expected to come to class prepared. This means having completed the assigned readings, watched any assigned film, being rested, and ready to engage with classmates and the instructor. Attendance for the entire class period is required. You are requested to arrive on time. Repeated tardiness will be penalized. **I will not excuse absences**, so please do NOT email me to tell me you will not be in class.

If you miss class, it is your responsibility to find out what you missed from a classmate, and if you need clarification, to come to office hours. While I will sympathize with ill students, I do not wish to see doctor notes—I consider this to be your business. However, if you have a family emergency or a major illness that causes you to miss class, please contact your academic advisor and they will be in touch with me directly. If the April exam is missed, you must apply through the Registrar's office to write a make-up exam – please refer to the UBC Calendar for details for “academic concession.”

Additional Policies and Support

UBC's Statement on Accessibility and Support. UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](https://senate.ubc.ca/policies-resources-support-student-success). (<https://senate.ubc.ca/policies-resources-support-student-success>)

Early Alert Program. I participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. **If you are feeling stressed, please notify the TA or me** and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist

you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Mental Health. UBC has contracted with Empower Me, which is a 24/7 phone service that provides immediate access to a trained mental health professional over the phone. The therapist will then provide help, assess your situation, and if you want, make an appointment with a local therapist for a follow up appointment. Each UBC student is entitled to up to seven counseling sessions through this program as part of their student fees. 1-848-741-6389.

Crisis Support. If you or a friend are in need of immediate help and don't know who to turn to, please call this 24/7 service. 1-800-784-2433.

Academic Integrity. Sociologists have a code of professional ethics that they abide by, and these are reflected in our expectations of our students in Sociology. What this means in the context of any particular course may differ in terms of what ethical actions are being emphasized, but one area of that is common to all sociological work and is standard for all students at UBC is our commitment to academic integrity. Students who fail to uphold the standards of academic integrity, can be charged with academic misconduct, which can be severely punishable (i.e. expulsion). Academic misconduct includes cheating, plagiarism, and falsifying information. If you are unfamiliar with the range of behaviours that are included in UBC's definition of academic misconduct, please read through the description available on UBC's calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>)

Academic Resources. If you are citing papers and need a quick guide, the Harvard ASA style guide is helpful (<https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>). The Purdue Owl Writing Lab also has fantastic resources for helping students: https://owl.purdue.edu/owl/purdue_owl.html. The UBC Library has an entire section devoted to helping students succeed in Sociology courses: <http://guides.library.ubc.ca/sociology>. If you want help with your writing, please check out the UBC Centre for Writing and Scholarly Communications (<https://learningcommons.ubc.ca/improve-your-writing/>). And finally, if you are making a poster for a presentation, here is a great UBC template to get you started <https://it.ubc.ca/services/desktop-print-services/printing-services/poster-templates>.

Attendance and Lateness. Attendance for the entire class period is required. Repeated absences in any of these areas will negatively impact your final grade. You are requested to arrive on time. Repeated tardiness will be penalized. **I will not excuse absences**, so please do NOT email me to tell me you will not be in class. **If you miss class**, it is your responsibility to find out what you missed from a classmate, and if you need clarification, to come to office hours. While I sympathize with ill students (I really do!), I do not wish to see doctor notes—I consider this to be your business. Arts Students must contact Arts Advising as soon as you are aware you may need an [in-term concession](#). Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

I will not distribute my lecture notes, nor will I give permission to students to photograph or record any part of the lecture. I am MORE THAN HAPPY to slow down or to return to a slide/point. Please do not hesitate to ask!

Electronic devices can be useful tools; however, they are also very distracting. For this reason, **I do not want to see or hear** cell phones, cameras, laptops, or other electronic equipment in the classroom. All electronic devices must be stowed away in a backpack or bag and **not** brought out during class time.

Office Hours are times that we have set aside to meet with students. The hours are listed at the top of the syllabus. I encourage you to come and visit during office hours. Come individually, or with friends. It's a chance to talk about the course, assignments, exams, study strategies, or whatever you would like to discuss. You don't have to have a *problem* to visit. If you find yourself having difficulty with the readings, or if you do not do well on an exam we definitely want to see you.

Communication Preferences. At times I will send out announcements via Canvas. It is expected that students check their email account daily. In turn, I respond to emails quickly, however if you do not hear back from me within 24 hours,

consider that your email might have ended up in my Spam folder. For this reason, I strongly suggest students use a UBC email account and request that students ONLY EMAIL ME AT MY UBC ADDRESS, and not through Canvas.

Office Hours are times that I have set aside to meet with students. I hold in-person (traditional), in the Spring will hold walking office hours, and for students who cannot make it to campus, I am available via “virtual” office hours. Regardless of how you access office hours, I encourage you to come and visit. Come individually, or with friends. It’s a chance to talk about the course, assignments, exams, study strategies, or whatever you would like to discuss. You don’t have to have a *problem* to visit. If you find yourself having difficulty with the readings, or if you do not do well on an exam, I definitely want to see you.

Communication Preferences. I will send out announcements via Canvas. It is expected that students check their email account daily and have it set up to receive emails from Canvas, or alternatively, check Canvas daily. Please note: I **DO NOT RESPOND TO EMAILS SENT TO ME VIA CANVAS.** If you want to email me, please send it from your personal email account and put “SOC 380” in the subject line. I generally respond to emails quickly during the work week between 9-5, but do not respond to emails over the weekend or after working hours. If you do not hear back from me within 24 hours, consider that your email might have ended up in my Spam folder. For this reason, I strongly suggest students use a UBC email account.

Peer Contact. It will be helpful for you to have the contact information of a classmate. Please take a moment to introduce yourself to your neighbor, and share your contact information.

Name: _____ email/phone: _____

Student Advising. In addition to office hours and peers in this class, students should be aware that there are multiple other sources for support in Sociology.

- 1) Our Undergraduate Student Office has advisors who are available to help students with questions about majoring in sociology degree. Both May Chan and Cecilia Federizon are in ANSO 2108, and students can drop in when they have a question.
- 2) Your professor, Dr. Kerry Greer is the Undergraduate Chair, and students are invited to come talk to her regarding the undergraduate program and its different opportunities, their plans for post-graduation, or other issues that arise. You can send her an email at kerry.greer@ubc.ca.
- 3) The Department supports two Peer Advisors who are available during weekly Office Hours to answer provide support with study skills, share their experiences with different courses, and otherwise help students make the most of their experience as a sociology major. Their contact information will be shared in class, and can be found on the Unofficial Guide to Sociology blogsite: <https://blogs.ubc.ca/sociology/>

Course Schedule

Day of Week	Date	Topic	Assigned Texts/Videos/Podcasts	Handouts/Deadlines
Week 1				
Mon	Jan6	Welcome to the Course		
Wed	8	Karl Polanyi: Market vs. Society	Suggested: “The Man From Red Vienna”	
Week 2	Colonial Era: The Colonial Division of Labour, Subjects and Citizenship			
Mon	13	TH Marshall: Citizenship	Watch: Raj Patel “How will the world eat in the future?” (listen from 12mins to end) (http://bit.ly/2vDlGZj); McMichael 1-25	History of the Nation State
Wed	15	Colonialism and its Legacies	Frank_1976 pg 76-83; McMichael 25-55; Suggested: Hochschild, from <i>King Leopold’s Ghost</i> 167-187	
Week 3	Decolonization: National Development Project			

Mon	20	Marshall Plan, Bretton Woods	Watch: Commanding Heights Episode 1 (https://youtu.be/gfRTpoYpHfw); Suggested: The Marshall Plan Turns 70.	Development alternatives post-independence
Wed	22	National Development Project: Economic Nationalism, Developmentalist States	McMichael 55-67; Suggested: Rist 47-92	3 Models of Development
Week 4 Development Project Matures				
Mon	27	Changes in the Division of Labour	McMichael 67-80	Exam 1 study guide
Wed	29	Inner-Oriented Development and the Developmental State, Export Oriented Industrialization	McMichael 80-107	How the US became the global banker
Week 5 Global Economic Liberalization				
Mon	Feb 3	Exam 1		
Wed	5	Development Project Unravels: EPZ vs. Export Oriented Industrialization	McMichael 109-146; In-class viewing of <i>Life and Debt</i>	
Week 6 Third World Debt Crisis: The Emergence of Global Management				
Mon	10	3rd World Debt Crisis	Stiglitz (Preface, Ch 1 and 4)	
Wed	12	The Debt Regime	Klein (Ch 2+3)	
Week 7 Reading Week: No Classes (Feb 17-21)				
Week 8 The Globalization Project in Practice				
Mon	24	Capitalism; IDOL	Bello	
Wed	26	Commodity Chains and Financialization	Krippner 1-26; Listen: This American Life, A Giant Pool of Money	
Week 8 The International Division of Labour				
Mon	March 2	The Global North	McMichael 147-178	
Wed	4	The Global South	Watch: Mardi Gras Made In China (http://ubc.kanopystreaming.com/video/mardi-gras-made-china-0); Read: Hochschild "Love and Gold"; and Bales, "Because she looks like a child"	
Week 9 The Environmental and Social Costs of Globalization				
Mon	9	Urbanization	NYT Series on China's Industrialization; Watch: Chai Jing's Under the Dome ((https://www.youtube.com/watch?v=V5bHb3ljbc))	Exam 2 Study Guide
Wed	11	Textiles and Fast Fashion	Read McMichael 214-248; Watch: Planet Money Makes a T-Shirt (https://www.youtube.com/watch?v=r2Zod7Sd3rQ&list=PLp-wXwmbv3z8aAJrhyttiqPMiKy0WVJymMon)	Proposal Due
Week 10 Recent Crises in Perspective: The Rise of Fundamentalism				
Mon	16	Radical Conservatism	Juergensmeyer 1-38; Robinson and Davis 113-142	
Wed	18	Exam 2		
Week 11 Political Responses to Globalization				
Mon	23	Fascism	Albright excerpt	Blog Post Due
Wed	25	In Class Time to Work on Posters		

Week 12	Social Responses to Globalization			
Mon	30	Indigenous Rights Movements		Poster Submission Due
Wed	April 1	3rd Party Certification	In-class viewing of "Black Gold"	
Week 13	Social Responses to Globalization: Student Perspectives			
Mon	6	Mini-Conference	Location TBD	Conference Presentation/Review
Wed	8	Mini-Conference	Location TBD	Conference Presentation/Review
Tues	April 15 by noon		Please submit to my office (ANSO 124) OR the ANSO Dropbox, located on the main hall.	Final Projects due