

## SOP77112 —Globalisation and Social Change: India, China, Brazil

| Module Information |                                                       |
|--------------------|-------------------------------------------------------|
| Module Code        | SOP77112                                              |
| Module Title       | Globalisation and Social Change: India, China, Brazil |
| Department         | Sociology                                             |
| Year Group         | MSc in Comparative Social Change                      |
| Module Personnel   | Professor Anne Holohan                                |
| Academic Year      | 2026-27                                               |
| Credit Weighting   | 10 credits                                            |
| Semester           | Semester 2                                            |
| Contact Hours      | 22 hours, 2 hr lecture per week                       |

| Module Content     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module Description | <p>A How do we explain, and reckon with, the similar yet different paths taken by India, China, and Brazil over the last 40 years? Each has included a greater role of the market internally and participation in the globalized economy externally. If we take as our measure the generation of wealth, all three have succeeded enormously. But if we take the wellbeing of most citizens in each country as our measure, their paths diverge.</p> <p>China has succeeded in eradicating absolute poverty and increasing the material (and to a lesser extent social and political) freedoms of its people, Brazil has greatly decreased poverty and increased social protection for most of its citizens, and India has created a prosperous minority middle class but signally failed in improving the lot of most of its population. All have increased the centrality of free market institutions but vary in the degree to which society and the state incorporate and regulate the market. All struggle with the threats of inequality, the rise of autocracy, and climate change, with implications for the countries themselves and everyone else in the world.</p> |

## Module Content

### Module Learning Aims

On successful completion of the module students should be able to:

- Critically engage with what is 'development' and 'progress' and 'growth'
- Have a knowledge and critical understanding of different units of and measures of 'development'
- Be able to engage with different 'ways of knowing' that contribute to debates around development with specific reference to how global regime of toxicity is both gendered and a rejection of an 'entangled epistemology'
- Understand the continuity between colonial practices and contemporary global practices with reference to global business and differential experience of toxicity between different countries and populations
- Critically assess the role of neoliberal economics in the global system and governance
- Understand the basis of the contrasting experiences of Russia, India, Brazil and China over the last 40 years
- Engage in current policy debates around how to understand and address climate change, with a particular focus on the critique of current economic theory and practice
- Be able to synthesize multiple perspectives to develop new approaches to knowledge, development to tackle inequalities and climate change

Improve their writing, problem-solving, debating and policy assessment skills.

### Learning Outcomes

The current global order is crumbling, and with it a stability that masked an unjust global system that continued patterns of exploitation somewhat covertly that were overt in the colonial era. To critique the dominant narrative of 'development' and come up with solutions to the dominance of a model that is not serving most of the the world's population, we need to know how we got here, and the role of history, ideology and institutions in shaping our understanding. So the module excavates the current system. We look behind the different measures of 'growth' or progress – GDP, HDI, GNH – and their critique through feminist economics, decoloniality, and a growing critical perspective within the discipline of economics, to assess what is happening globally and in each of the BRIC countries.

## Module Content

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p>What does 'development' mean in a world that is in a climate crisis, caused by the system that 'development' keeps pushing even as it is clearly no longer tenable? Part of the problem has been the idea that there is one (Western) model of modernity – such totalizing theories can never capture reality – the world and history is too messy and complex. So this module focuses on deconstructing that model of modernity – epistemic decoloniality - and showing a) how it is predicated on the subjugation of peoples, knowledge, and nature and b) that a path forward must be characterized by addressing that subjugation through institutional diversity and solutions at every level of society - local, national, international.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Indicative Reading / Resources</b> | <ul style="list-style-type: none"> <li>• Ramón Grosfoguel: "Decolonizing the University". 2nd Decolonial Days, Berlin 2011. 1.34-11.40 mins <a href="https://youtu.be/LKgL92yqygk?si=HI665_EobgoGSICO">https://youtu.be/LKgL92yqygk?si=HI665_EobgoGSICO</a></li> <li>• Mary Midgely and Epistemic Injustice <a href="https://aeon.co/essays/for-marymidgely-philosophy-must-be-entangled-in-daily-life">https://aeon.co/essays/for-marymidgely-philosophy-must-be-entangled-in-daily-life</a></li> <li>• Kate Raworth. Chapter 1: 'Change the Goal: From GDP to Doughnut' in Doughnut Economics. Random House: UK. 2017.</li> <li>• Pennock, Michael and Karma Ura. (2011). Gross National Happiness as a Framework for Health Impact Assessment. Environmental Impact Assessment Review 31 (2011) 61–65</li> <li>• Amartya Sen: Development as Freedom. Oxford University Press. Introduction, Chapters 1 and 4. 2001.</li> <li>• Compare India, China, Brazil, and Russia on the main metrics of the UN Human Development Reports (the overall ranking and then by literacy, life expectancy, income) <a href="http://www.hdr.undp.org/">http://www.hdr.undp.org/</a></li> <li>• Compare India, China, Brazil, and Russia on the main metrics of <a href="https://worldpopulationreview.com/countries/countries-by-gdp">https://worldpopulationreview.com/countries/countries-by-gdp</a></li> <li>• Graeber, D., &amp; Wengrow, D. The dawn of everything: A new history of humanity. Penguin UK. 2021.</li> <li>• Hickel, J. (2017). The divide: A brief guide to global inequality and its solutions. Random House.</li> <li>• Federici, Silvia, 'The Accumulation of Labour and the Degradation of Women' in Caliban and the Witch: Women, the Body, and Primitive Accumulation. Penguin, 2004.</li> </ul> |

## Module Content

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>French, H. W. (2021). Born in blackness: Africa, Africans, and the making of the modern world, 1471 to the Second World War. Liveright Publishing.</li> <li>Weber, Isabella (2021) How China Escaped Shock Therapy: The Market Reform Debate. Routledge.</li> <li>Dipali Mathur (2022) Available to be Poisoned: Toxicity as a Form of Life. Rowan &amp; Littlefield: London.</li> <li>Saito, Kohei (2024) Slow Down: How Degrowth Communism Can Save the Earth. Weidenfeld &amp; Nicolson.</li> <li>Ostrom, Elinor, Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press: MA. 1990.</li> <li>Applebaum, Anne. (2024). Autocracy, Inc: The dictators who want to run the World. Random House.</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Assessment

|                              |                                                                                                                                                                                                 |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Components</b> | Research Paper 100%                                                                                                                                                                             |
| <b>Assessment Details</b>    | 3,500 words. This is 100% of the assessment for the module. The presentation is not assessed with a grade. Instead you will get feedback to assist you in improving your presentational skills. |

## Additional Information

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prerequisites</b>         | None                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Co-requisites</b>         | None                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Any other information</b> | <p>Week 1 – No presentations</p> <p>Week 2 – Epistemologies and Limited Imaginations</p> <p>Week 3 – The ‘Development’ Delusion</p> <p>Week 4 – If Women Counted...Gender and Reproduction</p> <p>Week 5 – Understanding History – the Intersection of Gender, Race and Class</p> <p>Week 6 – Brazil</p> <p>Week 7 – Reading Week</p> <p>Week 8 – China</p> <p>Week 9 – India: Reinforcing Inequalities – Caste and Gender</p> <p>Week 10 – Degrowth</p> |



## Additional Information

Week 11 – Enclosures of Land and Knowledge, and the  
Challenge from Commons in Globalisation  
Week 12 – Where to From Here?