

# San José State University

## Department of Geography and Global Studies GEOGRAPHY 115, Global Development, Spring 2017

<b>Instructor:</b>	Kathrine Richardson
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<b>Office Hours:</b>	Tuesdays, 1-3
<b>Class Days/Time:</b>	R 3:00 p.m.-5:45 p.m.
<b>Classroom:</b>	Clark Hall 224
<b>Prerequisites:</b>	None

### Course Description

This course will explore a number of important issues and debates that to the “Developing” world. This will include a general introduction to notions of “development” and the origins of the term “Third World”; a greater understanding of imperialism and colonialism, and its legacy on development; and an introduction into a wide range of theories surrounding development and urbanization concepts. This course also provides an introduction to a wide range of theories in the study of global development and their application related to livelihood opportunities, standards of living and welfare levels are so dramatically different around the world.

By the end of the term, I would like you to think about the reasons why the course should be called, “Global Development.” I look forward to a productive semester with a lot of good writing and interesting discussion. I hope you participate actively in this exciting topic that I’m sure will influence and possibly change your perception of the world.

### Course Learning Objectives

*This course is a survey of geographical theories of development and underdevelopment and their relevance to the wider topics of development theory. To that end, this course will address the major themes of development studies in the contemporary world and their historical evolution. By the end of the course, the students will be expected to:*

CLO 1. Understand the conflicting nature of definitions of development. This goal will be achieved through class

lectures and the first writing assignment.

CLO 2. Evaluate the role of colonialism and imperialism in the global economic system. This goal will be achieved through class lectures/in-class discussion, the midterm exam, and the second essay.

CLO 3. Define and evaluate the conflicting theories of development. This goal will be achieved through class lectures/in-class discussion and the midterm exam.

CLO 4. Discuss the role of globalization in the development - underdevelopment debate. This goal will be achieved through class lectures/in-class discussion and the final exam.

CLO 5. Discuss the role of various geographic concepts in explaining the potential for development in different regions of the world. This goal will be achieved through class lectures/in-class discussion and the final exam and the group project.

CLO 6. Identify and explain the role and effect of various actors in the global political-economic system on the development of regions across the world. This goal will be achieved through class lectures/in-class discussion the final exam, and the group project.

### **Credit Hours**

At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a three-unit course, you can expect to spend a minimum of **6 hours per week** completing class-related assignments in addition to the in-person class meetings. Assignments include weekly readings (~34 hours), writing assignment (~8 hours), term group essay and presentation (~19 hours), studying/preparing for exams (~8 hours/exam), preparation for in-class engagements and other activities (~19 hours). These assignments may require work beyond the minimum 6-hours of work outside the classroom. Careful time management will help you keep up with readings and assignments and enable you to succeed in all your classes.

### **Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/Kathrine.Richardson>. You are responsible for regularly checking with the messaging system through MySJSU

### **Required Texts/Readings**

#### **Textbooks**

#### **Required Reading:**

Potter, R. B. et al. (2008). *Geographies of Development*. 3<sup>rd</sup> Edition, Pearson/Prentice Hall Education Ltd.: New York. ISBN: 9780132228237. The text is available in hardcopy or to rent at the SJSU Spartan Bookstore on the campus. You can also find new and used hardcopies of the text on Amazon.com.

Orwell, G. (1934) *Burmese Days*. London: Harcourt Brace and Company. ISBN: 139780156148504. The text is available in hardcopy or to rent at the SJSU Spartan Bookstore on the campus. You can also find new and used hardcopies of the text on Amazon.com.

### **Assignments and Grading Policy**

I believe that teaching development effectively requires discussion and interaction within the class as well as hands-on learning –by-doing activities. As a result, I've tried to structure the course requirements and grade

distribution accordingly. There are two exams – a midterm and a final – and several discussion/presentation sessions, two of which are associated with individual assignments and one based on a group project. The rest are weekly exercises that could be done individually (take home) or by groups in class.

### **Exams**

1. **Mid-term Exam [20%]** (CLO 1, 2, and 3)–You will choose two sets of exam questions from four. Questions will be topic specific and require detailed knowledge of a particular lecture area. Part A will be composed of short answer type questions, e.g. definitions and short answers. Part B will be an essay question. There will be questions on the lecture material, and the readings, as well as some questions that are about both a combination of the readings and the lecture material.
2. **Final exam – [20%]** (CLO 4, 5, and 6). Again, you will answer two sets of exam questions from four on the paper. The exam covers only material (e.g. assigned readings) from the second half of the course, and the exam questions are structured in the same way as the mid-term.

### **Assignments, Group Project, and Exercises**

**Individual Assignment 1 – [10%]** (CLO 1) Using Chapter 1 of the textbook, I would like you to write a short 2-page paper on the meaning of development. This assignment is open-ended, and there is certainly scope for doing your own thing. The only ground rule is that you need to refer to Chapter 1 in such a way that convinces me that you've read and thought about the chapter! This assignment will follow lectures and discussions that we will have in class related to the topic, and more generally the vexing issue of defining development. The essay is due in class on **Tuesday, February 27** (and is worth 10% of the final grade).

As for the bureaucratic details, the review should be no more than 750 words, double-spaced (excluding the bibliography/footnotes). Grammar counts so edit your work but more importantly- run a spell check and read the paper out loud to yourself the night before you turn it in. A half point will penalize any work that is late each working day.

**Individual Assignment 2 – [10%]** (CLO 2) “Boundaries and Tensions in Colonial Burma.” I want you to write a two to three page essay on *Burmese Days* by George Orwell. The novel (one of my all-time favourites!) takes place in upper Burma in the waning days of the British Empire. One of the underlying purposes of boundaries in British Colonial times was to distinguish and define who was the colonizer and who was the colonized. The novel, *Burmese Days*, although written in reasonably simple prose, is deeply complex in the way that it explores the boundaries and tensions between and among the colonizers and the colonized (e.g. the Britons policing the boundaries of the club, the boundaries between native men and British women, the boundaries of friendship/trust between the British men and native men, the maintenance of boundaries between colonizer and colonized through the use of force, and so on). However, Orwell does an excellent job in demonstrating how these boundaries (and identities) were very flexible in many ways, and, in fact, “British Rule” may not be what it initially appears to be.

Your assignment is to read the entire book and then discuss how some type of boundary (or identity) maintained or defined who was a colonizer and who was colonized. You will then need to discuss how this boundary was bent, or perhaps made more “permeable” when considering the day-to-day lives of everyone living in upper Burma in the era of late Colonialism.

Again, the short essay should be no more than 900 words (double spaced and 12 point font), and 2-3 pages. We will dedicate part of the discussion period on Thursday, November 17 to *Burmese Days*. Late papers will be penalized at a rate of half a point per working day. The essay is due in class on **Tuesday, April 24** (and is worth 10% of the final grade).

**Group Term Project** [25%; 20% Project + 5% Presentation] (CLO 5 and 6)– Along with 3 or 4 other students (maximum group size = 5), I want you to choose an on-going and contemporary issue in development, and using both academic literature, and especially information taken from current newspapers, magazines, films, TV, and/or video, prepare an in-class presentation about it for the end of term, as well as a collective written report that should be between 9-11 pages (excluding figures, tables, references). The issue you choose must be current, and there should be sufficient coverage about it that it can be made into a collective term paper.

Examples of topics might include: the effects of debt repayment on Sub-Saharan African countries; the effects of AIDS on those same countries; the effectiveness of foundations towards raising awareness and pressing for policy action regarding debt relief, malaria, and AIDS, and so forth; use of child labour; problems of urban planning in specific third world cities; the world empire of Coca Cola/Walmart/Royal Dutch Shell/Pharmaceutical TNCs; the use of third world computer programmers by Microsoft; Coffee production and fair trade – role of Starbucks in fair trade coffee/tea; protests against WTO; Global Call Centres in India; the informal sector in Jakarta; women factory workers in Bangkok; Green Revolution in India; farm squatting in Zimbabwe; Maquiladoras in Mexico; deforestation in Brazil; corruption in LDCs; brain drain in South East Asia; Rise of China/India as an “up and coming” global power; rural poverty in Ethiopia; illegal economic migration from China; health care in Cuba and so on.

The above are just examples of potential topics, but I hope they give you an idea. I think the topics that are most likely to work well will be current and specific. Don’t think that you have to do a project on very large issues like, say, Third World debt (although you can if you want). It can be on something on a relatively smaller scale, for example, on a single company (TNC) or local development project.

By the fourth week of the term I will make sure everyone is signed up in a group. It will be your responsibility to meet with other members of your group to decide on a specific project topic. By week 7, I want a 200 word abstract of your proposed group project. Final presentations will be during the last three weeks of class. Presentations should be 15-20 minutes long. Each presentation will be worth 5% of the total group mark of 25%.

The written version of the group project is due **IN MY BOX (WSQ 118) BY NOON ON FRIDAY, MAY 11**. There is a lateness penalty of one letter grade per working day (e.g. C+ becomes C when late by one day). Everyone undertaking a given project will receive the same grade (worth 20% of the final grade).

**In-Class Exercises/Participation [20%]** (CLO 1, 2, 3, 4, 5, & 6) – These are short individual or group exercises, games and other learning activities that will be given and accomplished once every week in class. At least half of the time will be devoted to seat work, group discussion, and the rest of the time for class-level presentations, discussions, and summarization.

## Grading Policy

Overall graded course requirements total 100 points. There is no “curve” for this course. Pluses and minuses are given. You receive the grade you earn through your own work and the effort you put into the class. Course grades will be determined using the following point values:

Requirement	Possible Points
Assignment 1	10%
Midterm Exam	20%

Assignment 2	10%
Exercises/Participation	20%
Group Paper	15%
Group Presentation	5%
Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

### ***Grade Scale***

<b>Percent</b>	<b>Letter Grade</b>	<b>Percent</b>	<b>Letter Grade</b>
95-100	A	77-79	C+
90-94	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	<60	F

### **Classroom Protocol**

As your professor, I make a concerted effort to be prepared to class and to conduct ourselves in a responsible and professional manner. While I know that emergencies can arise, I expect the same from you – that you arrive on time, read the materials, and are ready to participate in the day’s activities. I encourage you to take notes either in writing or on a computer, but ask that you not multitask, surf the web or use cell phones while in class so that your full attention is devoted to our in-class activities and discussion. While missing a class should not adversely impact your grade, missing a few could have a negative impact, as there will be intermittent in-class assignments and activities in which you will be expected to participate.

### **University Policies**

#### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

#### **University Policies**

**“University Policies:** Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”**

You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at <http://www.syllabus> Information web page at <http://sjsu.edu/gup/syllabusinfo/>

## GEOG 115, Global Development

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>This schedule is subject to change with fair notice and how the notice will be made available.</i>
1	1/30	<b>Part I: What is Development and how do we measure and name it?</b> <b><i>Question to be reading for: What is development to you? How do we measure development?</i></b> Assigned readings: Chapter 1 in Potter et. al., 2011
2	2/6	The Geography of Development: Spatializing Development; Rich and Poor Worlds  Assigned Reading: Chapter 1 in Potter et. al., 2011
3	2/13	The Geography of Development: Spatializing Development; Rich and Poor Worlds  Assigned Reading: Chapter 1 in Potter et. al., 2011 Online documentary- Poverty, Inc.
4	2/20	Colonialism, Hegemony and Colonialism, Legacies of Colonialism and Neocolonialism Assigned Reading: Chapter 2 in Potter et al., 2011
5	2/27	Colonialism, Hegemony and Colonialism, Legacies of Colonialism and Neocolonialism <b><i>Question to be reading for: How have mercantile, industrial, and late colonialism influenced the development of a world economic system? How is each phase similar? How is each phase different? Due in-class on 3/6</i></b>  <b>DUE: Assignment 1</b>
6	3/6	Theories of Development – Introduction, Classical Theories of Development, Historical Assigned reading: Chapter 3 in Potter et al., 2011.  BBC documentary - Kenya: No Easy Walk
7	3/13	Theories of Development and Marx and Development Theory Chapter 3 of Potter et al., 2011 <b>DUE: Abstract for Group Project</b> <b>Midterm distributed in class.</b>
8	3/20	Radical Dependency Theory, World Systems Theory, Women in Development, Alternative Theories Assigned reading: Chapter 3 in Potter et al., 2011. Chapter 7 –In class assignment distributed today. <b>DUE: Midterm exams in class today</b>
9	3/27	No Class- Spring Break
10	4/3	The Globalization Debate, Globalization and Economics, Globalization and Culture; Globalization and Technology; Communications and Development  Assigned Reading: Chapter 4 in Potter et al., 2011

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>This schedule is subject to change with fair notice and how the notice will be made available.</i>
		On-line documentary : Life and Debt and in-class discussion
11	4/10	Political aspects of Globalization and the Role of the State  Assigned Reading Chapter 7 in Potter et al., 2011 In-class exercise for Chapter 7.
12	4/17	Environment, Resources, and Development, Economy and the Environment Assigned Reading: Chapter 6 in Potter et al., 2011  In class discussion of Burmese Days On-line Documentary: Up the Yangtze
13	4/24	Rural Development: Population, culture, and development Assigned Reading: Chapters 5 & 10 in Potter et al., 2011  <b>Due: Burmese Days Essays In class</b>
14	5/1	Group Project Presentations
15	5/8	Group Project Presentations <b>GROUP PROJECT DUE IN MY BOX (WSQ 118) BY NOON ON FRIDAY, MAY 11</b> <b>Final Exams Distributed in class</b>
Final Exam	FRIDAY, MAY 18  2:45 – 5:00 p.m.	Finals due in class, Clark Hall 224, Class reflections and closure

### Select Bibliography

- David, W. L. (1997) *Conversation of Economic Development: Historical Voices, Interpretation, and Reality*. M.E. Sharpe, Inc.
- Griffiths, R. J. (editor) (2001). *Annual Editions: Developing World 2001-2002*. McGraw-Hill/Dushkin: Guildford, Connecticut.
- Potter P. B., T. Binns, J. Elliot, and D. Smith (2004) *Geographies of Development*. 2<sup>nd</sup> Edition. Pearson/Prentice Hall Education Ltd.: New York.
- Peet, R. with E. Hartwick (1999) *Theories of Development*. The Guildford Press: New York.
- Porter, P. W. and E. S. Sheppard (1998) *A World of Difference: Society, Nature, and Development*. The Guildford Press: New York.
- Robbins R. H. (2005) *Global Problems and the Culture of Capitalism* (3<sup>rd</sup> ed.). Pearson Allyn and Bacon: Boston.
- Rostow, W. W. (1960) *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge University Press: Cambridge.
- Sachs, W. (1992) *The Development Dictionary: A Guide to Knowledge as Power*. Zed Books Ltd.: New Jersey.
- Stutz, F. P. and A. R. de Sousa (1998) *The World Economy: Resources, Location, Trade, and Development*. 3<sup>rd</sup> Edition. Prentice Hall. New York.
- Wackernagel, M. & W. Rees (1996) *Our Ecological Footprint: Reducing Human Impact on the Earth*. New Society Publishers.
- Wan, H. Y. (2004) *Economic Development in a Globalize Environment. East Asian Evidences*. Kluwer.