

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
GEOG 115: GLOBAL DEVELOPMENT
SPRING 2021

Instructors: Dr. Charles Rivasplata
Zoom Link: Contact instructor
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Office hours: Tuesdays, 6:00-7:00 p.m.
Class days/time: Tuesdays, 3:15-6:00 p.m.
Classroom: Online
Prerequisites: None
Units: 3

Course Description

This course will explore a number of important issues and debates in 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 to a wide range of theories surrounding development and urbanization concepts. This course also presents a wide range of theories in the study of global development and their application to livelihood opportunities, standards of living and varying welfare levels throughout the world.

By the end of the term, you should consider reasons why the course should be called “Global Development.” This course is designed to foster meaningful writing and engaging discussion. The student will have the opportunity to participate actively in topics that may 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 are 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.

Course Canvas Page

Copies of the course materials such as the syllabus, major assignment handouts, etc. are provided on the course Canvas page.

Required Texts/Readings

Required Readings:

1. Potter, R. B. et al. (2008). *Geographies of Development*. Third Edition, Pearson/Prentice Hall Education Ltd.: New York. ISBN: 9780132228237. A hard copy of the text is often available at the SJSU Spartan Bookstore on campus; however, in this time of pandemic, it may be easier to order it directly from an online vendor, such as Amazon.com.
2. Orwell, G. (1934) *Burmese Days*. London: Harcourt Brace and Company. ISBN: 139780156148504. A hard copy of the text is often available at the SJSU Spartan Bookstore on campus; however, in this time of pandemic, it may be easier to order it

directly from an online vendor, such as Amazon.com.

Assignments and Grading Policy

Teaching development effectively requires discussion and interaction within the class as well as hands-on learning –by-doing activities. As a result, we have structured 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 materials 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 have read and thought about the chapter! This assignment will follow lectures and discussions that we will have in class related to the topic, and the vexing issue of defining development. The essay is due in class on **Tuesday, March 9** (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/Tensions in Colonial Burma

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 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, May 4** (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 material 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 **on Canvas by Tue., May 11 at 12 noon**. There is a late 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 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%
TOTAL	100%

Grade Scale

Percent	Letter Grade	Percent	Letter Grade
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

Online Teaching Considerations

This class will be taught entirely online. Key considerations arising from the online delivery mode include the following:

- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible.
- Students are encouraged, but not required, to turn on their cameras in Zoom.
- We intend to record some classes and post them on Canvas. University policy ([S12--7](#)) requires consent from all individuals who will appear in a class recording. We will poll the class during our first session regarding consent to recording.
- Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Classroom Protocol

Students are expected to arrive on time to class, be courteous to other students and the instructors and refrain from using a cell phone, texting and the internet in class, except as permitted by the instructors. If you need to be absent, please notify both instructors at your earliest convenience. I recognize that illness, personal emergencies and other legitimate conflicts may occur, however please remember that each class meeting represents a substantial fraction of the total course. Be sure to check with the instructors regarding any materials or information given out at the session you were absent from, and if possible, obtain class notes from a classmate.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>.

Academic Integrity Statement, Plagiarism, Citing Sources Properly

SJSU's Policy on Academic Integrity states: "Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University." The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Plagiarism is the use of someone else's language, images, data, or ideas without providing proper attribution. It is a very serious offense both in the university and in your professional work. Plagiarism is both theft and lying--you have stolen someone else's ideas, and then have lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source (and when not to) is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html

- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to the instructors personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition (University of Chicago Press, 2013, ISBN: 978-0226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the second system, i.e., in-text parenthetical references.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building is evacuated, please make an appointment with the instructors as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center or AEC (formerly known as the Disability Resource Center or DRC) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the AEC website at www.aec.sjsu.edu.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Consent for Recording of Class, Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at: peggy.cabrera@sjsu.edu or 408-808-2034.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services office is located on the corner of Seventh Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website at http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness and related topics. Refer to the current semester's [Catalog Policies](https://catalog.sjsu.edu/content.php?catoid=2&navoid=98) section at <https://catalog.sjsu.edu/content.php?catoid=2&navoid=98>. Add/drop deadlines can be found on the current SJSU academic year calendar document on the SJSU [Academic Calendars](https://www.sjsu.edu/provost/resources/academic-calendars/index.php) webpage at: <https://www.sjsu.edu/provost/resources/academic-calendars/index.php>. The [Late Drop Policy](https://www.sjsu.edu/aars/forms-resources/late-drops.php) is available at: <https://www.sjsu.edu/aars/forms-resources/late-drops.php> for undergraduate students and at: <https://www.sjsu.edu/gape/forms/> for graduate students. All 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/>.

GEOG 115: Global Development Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/9	Part I: What is Development and how do we measure it? <i>What is development to you? How do we measure development?</i> Assigned readings: Chapter 1 in Potter et. al., 2011
2	2/16	Geography of Development: Spatializing Development; Rich and Poor Worlds Assigned Reading: Chapter 1 in Potter et. al., 2011
3	2/23	Geography of Development: Spatializing Development; Rich and Poor Worlds Assigned Reading: Chapter 1 in Potter et. al., 2011 Online documentary- Poverty, Inc.
4	3/2	Colonialism, Hegemony and Colonialism, Legacies of Neocolonialism Assigned Reading: Chapter 2 in Potter et al., 2011
5	3/9	Colonialism, Hegemony and Colonialism, Colonialism and Neocolonialism <i>How have mercantile, industrial, late colonialism influenced development of a world economic system? How is each phase similar and different?</i> DUE: Assignment 1
6	3/26	Theories of Development: Introduction, Classical Theories of Development Assigned reading: Chapter 3 in Potter et al., 2011. BBC documentary - Kenya: No Easy Walk
7	3/23	Theories of Development and Marx and Development Theory Chapter 3 of Potter et al., 2011 DUE: Abstract for Group Project Midterm distributed in class.
	3/30	No class – Spring Break
8	4/6	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. DUE: Midterm exams in class today
10	4/13	The Globalization Debate, Globalization and Economics, Globalization and Culture; Globalization and Technology; Communications and Development Assigned Reading: Chapter 4 in Potter et al., 2011 On-line documentary : Life and Debt and in-class discussion

11	4/20	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	4/27	Environment, Resources, & Development; Economy & the Environment Assigned Reading: Chapter 6 in Potter et al., 2011 In class discussion of Burmese Days On-line Documentary: Up the Yangtze
13	5/4	Rural Development: Population, culture, and development Assigned Reading: Chapters 5 & 10 in Potter et al., 2011 Due: Burmese Days Essays In class
14	5/11	Group Project Presentations (May 11) Group Project due on Canvas by 12 noon on May 11 Take home final sent via e-mail on May 12 at 12 noon
Final	5/19	Take home exam sent to instructor via e-mail by May 19 at 12 noon

Selected Bibliography

- David, W. L. (1997) *Conversation of Economic Development: Historical Voices, Interpretation, and Reality*. M.E. Sharpe, Inc.
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- Porter, P. W. and E. S. Sheppard (1998) *A World of Difference: Society, Nature, and Development*. The Guildford Press: New York.
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- 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.
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- 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 Globalized Envir. East Asian Evidences*: Kluwer.

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