

GGR112H1F

Geographies of Globalisation, Development, and Inequality

Wednesdays, 10:00 – 12:00

Room SF 1105

Instructor Lazar Konforti

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Office hours W 12:00 – 14:00 (unless announced otherwise)

Teaching Assistants	Section	e-mail
Killian McCormack	-	k.mccormack@mail.utoronto.ca
Sydney Baker	TUT0301, TUT5101	sydney.baker@mail.utoronto.ca
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Course description

Economic development and underdevelopment are taking shape in an increasingly interconnected global context. This course examines geographic approaches to globalisation, development, poverty, and inequality and is divided into two parts. The first part is more theoretical in nature and will give students the required foundations to understand the changing dynamics of the global economy, the patterns of poverty and inequality it produces, and the practice of “development” as a deliberate intervention that purports to address these problems. During the second part of the course, each lecture will focus on a specific topic within the realm of globalisation and development studies: agriculture, environment, urbanisation, security, and social movements. While not the subject of a specific lecture, rural-urban and international migration will be a cross-cutting theme during the second half of the semester. The course will tackle these issues using concepts like power and agency, scale, geographical imaginaries, identity, place, and space – among others – thus familiarising students with a distinctly geographical approach to globalisation and development. In addition, skills-based tutorials will help students develop their critical reading and academic writing skills.

Course objectives

1. To become familiar with the major issues related to globalisation and development;
2. To understand and effectively use appropriate terms and concepts to think about and examine those issues;
3. To become familiar with the analytical tools used by geographers to approach various themes and topics and thus be prepared for other Geography courses;
4. To become familiar with academic writing style and techniques;
5. To be able to critically reflect on your own place in an increasingly interconnected world.

Expectations

The purpose of this course, like all other courses, is for students to learn something; not simply get a grade and 0.5 credits. You are expected to want to learn. That means attending lectures, completing the required readings *before* class, participating in in-class activities such as small group discussions and short written reflections, and putting in the necessary time and effort to complete assignments. The teaching team is here to help you learn. We will gladly answer your questions, discuss issues with you, and point to additional resources if necessary.

While learning is our priority, we still need to give you a grade and you are expected to earn it. You will be evaluated based on tutorial participation, weekly reading quizzes, a midterm and final examination, and a final term paper. Both the exams and term paper will require that you reflect on course topics, creatively employ the concepts we have learned, and develop your own original arguments. You will never be evaluated on your opinion, but on how well you express and support that opinion with effective argumentation and appropriate evidence.

Evaluation

Item	Weight	Due date (refer to schedule below)
Reading quizzes	10%	Continuous (see details and reading schedule below)
Tutorial participation	10%	Continuous (see Tutorial schedule below)
Midterm	15%	18 October, in class
Paper proposal	5%	25 October, due at the beginning of class
Term paper	25%	29 November, due at the beginning of class
Final exam	35%	TBD (during FAS exam period, 9–20 December)

Details

Reading Quizzes (10%)

Reading quizzes take place every week except for the first week (introductory lecture), and the week leading up to the midterm (18 October). Please consult the schedule below for details. Reading quizzes will be administered on the course website (AKA “Blackboard”) and must be completed before that week’s lecture. The online quizzes are set to automatically close at 10:00AM so late submissions will not be possible. The questions will all be drawn from the week’s required readings. A bonus question will be drawn from the recommended readings. There will be a total of ten (10) quizzes throughout the term, each worth 1% of the final grade.

Tutorial participation (10%)

The tutorials will be a combination of skill-based workshops and group discussions on the readings. The workshop-style tutorials are designed to hone your critical, research, and writing skills. The discussion tutorials are meant to enhance your understanding of assigned readings and more effectively link them to course concepts and geographical approaches. Attendance and active participation is expected. The teaching assistant assigned to your section will provide further details on participation evaluation.

Midterm (15%)

A midterm exam will be held during the first hour of class (10:00-11:00) on 18 October. The midterm may consist of multiple choice, short-answer, and essay questions. The midterm will draw on both lectures and assigned readings. The questions will focus on the basic concepts and analytical tools covered during the first half of the course.

Term Paper (25%)

Students will write a paper about a specific development intervention of their choosing. Students will have to situate the intervention within the wider social, political, cultural, or economic dynamics of the country in which the intervention takes place and explain how the problem their chosen intervention addresses is related to globalisation. Students will then have to critique the intervention using concepts learned in class (e.g. power, discourse, geographic imaginaries, etc.). Detailed instructions as well as a grading rubric will be given to students in mid-October. The paper is due on November 29th and must be between 1,300 and 1,500 words long.

Paper Proposal (5%)

Students will have to submit a brief paper proposal where they fill out a short backgrounder on the country where their chosen development intervention takes place, describe the intervention itself, the main actors involved, and development approach being used, and briefly explain how the intervention is related to globalisation. The proposal will allow the teaching staff to ensure students have picked an appropriate topic for their term paper. Students will not be allowed to change topics after the proposal is submitted save on the advice of the teaching staff. Detailed instructions as well as a grading rubric will be given to students in October. The proposal is due on October 25th and must be between 300 and 400 words long.

Final (35%)

A final examination will be held during the Faculty-wide examination period (9 December – 20 December). The specific date and location will be set by the Faculty of Arts and Sciences. Like the midterm, the final examination may consist of multiple choice, short-answer, and essay questions. The questions will be drawn from all lectures and required readings assigned throughout the course.

Course policies

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations, or have any accessibility concerns about the course requirements, the classroom, or the course materials, please contact Accessibility Services as soon as possible: <https://www.studentlife.utoronto.ca/as>

Academic integrity

You must comply with the university's policies on plagiarism and academic honesty. As a student at UofT, you are expected to understand and follow these policies: <http://www.artsci.utoronto.ca/osai/students/students>

Lectures

Lectures will start on “UofT time”, meaning 10 minutes after the hour. A 10-minute bathroom break will take place approximately halfway through the lecture. The Course Instructor will be available during both the break and before lecture begins to speak with students in person.

Course website (Blackboard)

Weekly reading quizzes will be administered through the course website. You are therefore required to use it at least once a week. Course materials will be posted on the course website for your convenience. These include: lecture slides, required course readings that are not available electronically through the University of Toronto Libraries, this syllabus, assignment guidelines, tutorial handouts, and links to useful resources. Readings will be made available at the beginning of term. Lecture slides will be made available 24 hours prior to the lecture. Important announcements (e.g. unexpected changes in office hours) will be made in class but will also be reproduced on the website.

E-mail communication

E-mail is a convenient but sometimes time-consuming tool. In order to maximise efficiency for the benefit both students and the teaching staff, you must follow these rules:

- (1) All e-mails must include “GGR112” in the subject heading.
- (2) E-mail communication is reserved for simple questions that can be answered in one or two sentences. For any more substantive discussion, you must see your Teaching Assistant or the Course Instructor in person (i.e. during office hours, class, or tutorial).
- (3) Carefully review all available class materials before e-mailing questions to the teaching staff. The answers to the most frequently asked questions (e.g. “when is the midterm? what is my paper grade based on?”) can be found on this syllabus or other materials already made available on the website. The teaching staff will ignore such questions.
- (4) As we cannot be expected to check our inboxes at all hours, you must allow 24 hours for an answer from the Course Instructor and 72h for an answer from Teaching Assistants;
- (5) You must observe proper netiquette. If in doubt, refer to this useful guide: <https://bowvalleycollege.libguides.com/c.php?q=10214&p=52001>

Assignments

Submission

A physical copy of the paper proposal and term paper must be submitted in class, to a member of the teaching staff, at the beginning of lecture on the date it is due. Late submissions must be made to the Geography department, Room 5047, Sidney Smith Hall where they will be date-stamped. Be aware that the office closes at 4:30PM and all submissions that arrive afterwards will be date-stamped the following morning. The office is closed on weekends, meaning that anything submitted on Friday after 4:30PM will be date-stamped on Monday morning.

Late penalties and extensions

Late submissions will receive a daily 5% penalty, including on both days of the weekend. The penalty is applied starting on the day that the assignment is due, i.e. if the assignment is not submitted at the beginning of class, it is considered late and a 5% penalty will be applied for that

day and for each day thereafter, as indicated by the date-stamp (see submission guidelines above). Assignments may not be submitted more than eight days late, i.e. if the assignment was due on a Wednesday at the beginning of class, it must be submitted at the latest the following Wednesday by the end of the day (16:30) and will receive the maximum 40% penalty. No submissions will be accepted beyond this point. Extensions will be granted only in the case of medical emergencies or accessibility issues. In such cases, it is the student's responsibility to notify the teaching staff and provide the appropriate documentation.

Assignment return

The marked midterms and paper proposal will be returned to you by your Teaching Assistant during Tutorial (see schedule below for details). Unclaimed assignments will be kept by the Course Instructor and can be picked up during office hours. Marked term papers can be picked up during the course instructor's office hours on or after December 13th. In the event that the final exam is scheduled on or after December 13th, the marked term papers will also be available for pick-up at in the exam room. In all cases, you are responsible for picking up assignments in person (i.e. cannot send a friend).

Contesting a grade

According to UofT policy, you have 2 weeks from the day the marked assignment is returned to request a re-grade. Before making a formal request, it is recommended – though not required – that you discuss your concerns with your Teaching Assistant. However, you must allow for a 24-hour cooling-off period before discussing an assignment grade with a member of the teaching staff and you must carefully read and reflect on the comments provided before discussing them with your Teaching Assistant. If you wish to formally request a re-read, you must e-mail the Course Instructor a brief letter (2-3 paragraphs, but not more than a page) along with a digital copy of your unmarked (and unaltered) assignment as well as a scanned copy of the graded assignment that was returned to you. In the letter, you must explain why you feel the assignment deserves a re-read, making direct reference to the assignment requirements, grading rubric, and comments left by your Teaching Assistant. If applicable, you may discuss what you would have done differently if you were to re-do your assignment, demonstrating that you have learned from the comments and/or discussions with the teaching staff. If the request is accepted, the item will be re-graded by the Course Instructor as a new piece of work, which means that the mark can stay the same, go up, or go down.

Tutorials

Seven tutorials will be held throughout the term. You **must** be registered for a tutorial section in order to attend. If you are having trouble registering on ACORN/ROSI, please see your registrar. There will be 8 different tutorial sections you can register for. See table below for times and locations. The tutorial sessions will be led by our talented and knowledgeable team of Teaching Assistants. The Teaching Assistants will provide additional information about their own expectations, class policies, and evaluation methods during the first tutorial. Teaching Assistants will hold office hours approximately every two weeks. The Teaching Assistant assigned to the tutorial section for which you have registered will be “your” Teaching Assistant. Questions or concerns should be directed at “your” Teaching Assistant and you are expected to attend “your” Teaching Assistant's office hours.

Section	Time	Location	Teaching Assistant
TUT0101	Wednesday 12:00 – 13:00	SS 2120	Max Buchholz
TUT0201	Wednesday 14:00 – 15:00	SS 2101	Max Buchholz
TUT0301	Wednesday 16:00 – 17:00	SS 2120	Sydney Baker
TUT5101	Wednesday 18:00 – 19:00	SS 1080	Sydney Baker
TUT0401	Thursday 10:00 – 11:00	SS 2101	Max Buchholz
TUT0501	Thursday 12:00 – 13:00	SS 2120	Ezra Ho Suhan
TUT0601	Thursday 14:00 – 15:00	SS 1078	Ezra Ho Suhan
TUT0701	Thursday 16:00 – 17:00	SS 1078	Ezra Ho Suhan

Tutorial topics

#	Dates	Topic
1	27-28 Sep	Skills-based workshop: Critical reading skills
2	4-5 Oct	Skills-based workshop: Academic integrity and citation
3	11-12 Oct	Reading discussion
4	25-26 Oct	Skills-based workshop: Linking claims to evidence I – Constructing an argument
5	1-2 Nov	Skills-based workshop: Linking claims to evidence II – What is good evidence?
6	15-16 Nov	Skills-based workshop: Term Paper Workshop
7	29-30 Nov	Reading discussion

Schedule and assigned readings

You are expected to have read all required readings (see schedule below) prior to coming to class. The recommended readings are there for those who wish to deepen their understanding of that week's lecture and required readings. You may also find them useful for your term paper. Concepts, ideas, and authors that will be discussed during lecture will often appear in the recommended reading list. A further reference list will always appear at the end of the lecture slides.

Required readings

Most required readings are available electronically through University of Toronto Libraries, a service that you are expected to learn to use. Readings that are not available digitally through the library (e.g. book chapters) will be posted on the course website. Physical copies of books from which some of the readings are drawn are all available at one of the University's libraries, though there is often only one copy. These will *not* be put on reserve.

Recommended readings

Most recommended readings are also available electronically through University of Toronto Libraries. Physical copies of all recommended readings are available at one of the University's libraries. However, recommended readings that are not available digitally through the library (e.g. book chapters) will not be posted on the course website. Should you wish to read them, it is up to you to find a copy.

Lecture 1		13 Sept Introduction: A geographical approach to globalisation
Required readings	Course syllabus	
Recommended readings	<p>Gregory, Derek, Ron Johnston, Geraldine Pratt, Michael Watts, and Sarah Whatmore (eds). 2009. <i>The Dictionary of Human Geography, 5th Edition</i>. Malden, MA: Blackwell. Entry for "Geography", pp. 287-295.</p> <p>Amin, Samir. 2001. "Imperialism and Globalization" <i>Monthly Review</i>, June 1, 2001. https://monthlyreview.org/2001/06/01/imperialism-and-globalization/.</p>	
Tutorial	None	
Other	None	
Lecture 2		20 Sept Globalisation Then and Now
Required readings	<p>Robinson, William I. 2008. <i>Latin America and Global Capitalism : A Critical Globalization Perspective</i>. Baltimore, MD: Johns Hopkins University Press. Chapter 1, "An Epochal Shift in World Capitalism", only pp. 4-24.</p> <p>Ellwood, Wayne. 2010. <i>The No-Nonsense Guide to Globalization</i>. New ed. Oxford: New Internationalist, 2010. Chapter 2, "The Bretton Woods Trio, pp. 29-45.</p>	
Recommended readings	<p>Gregory, Derek, Ron Johnston, Geraldine Pratt, Michael Watts, and Sarah Whatmore (eds). 2009. <i>The Dictionary of Human Geography, 5th Edition</i>. Malden, MA: Blackwell. Entries for "Colonialism", pp. 94-98 and "Globalization", pp. 308-311.</p> <p>Bair, Jennifer. 2005. "Global Capitalism and Commodity Chains: Looking Back, Going Forward." <i>Competition & Change</i> 9(2): 153–80.</p> <p>Fanon, Frantz. <i>The Wretched of the Earth</i>. New York: Grove Press, 1963. "Concerning Violence", pp. 35-94.</p>	
Tutorial	None	
Other	Reading Quiz #1 must be completed online before class (Wednesday 10am)	
Lecture 3		27 Sept Uneven development and global inequality
Required readings	Milanović, Branko. 2016. <i>Global Inequality: A New Approach for the Age of Globalization</i> . Cambridge, Massachusetts: The Belknap Press of Harvard University Press. Chapter 3, "Inequality among Countries", pp. 118-154.	
Recommended readings	<p>Smith, Neil. 2010/1984. <i>Uneven Development : Nature, Capital, and the Production of Space</i>. London: Verso. Chapters 4 & 5, pp. 132-205.</p> <p>Frank, Andre Gunder. 1966. "The Development of Underdevelopment." <i>Monthly Review</i> 18(4): 17–31.</p>	
Tutorial	#1 Critical reading skills	
Other	Reading Quiz #2 must be completed online before class (Wednesday 10am)	
Lecture 4		4 Oct The invention of the "Third World"
Required	Rist, Gilbert. 2008. <i>The History of Development: From Western Origins to</i>	

readings	<p><i>Global Faith</i>. London: Zed Books. Chapter 4, “The Making of the World System”, pp. 48-68.</p> <p>The Guardian’s series on Theories of Development by Simon Reid-Henry:</p> <ul style="list-style-type: none"> ▪ “US Economist Walt Rostow and His Influence on Post-1945 Development” The Guardian, Oct 8, 2012: http://www.theguardian.com/global-development/2012/oct/08/us-economist-walt-rostow-development. ▪ “Do Resource Extraction and the Legacy of Colonialism Keep Poor Countries Poor?” The Guardian, Oct 22, 2012: http://www.theguardian.com/global-development/2012/oct/22/resource-extraction-colonialism-legacy-poor-countries. ▪ “Neoliberalism’s ‘Trade Not Aid’ Approach to Development Ignored Past Lessons” The Guardian, Oct 30, 2012: http://www.theguardian.com/global-development/2012/oct/30/neoliberalism-approach-development-ignored-past-lessons.
Recommended readings	<p>Black, Maggie. 2007. <i>The No-Nonsense Guide to International Development</i>. New, Updated ed. Toronto: New Internationalist / Between the Lines. Chapter 1, “The History of an Idea”, pp. 10-31 and Chapter 2, “Aid: the international contribution”, pp. 30-49</p> <p>Rist, Gilbert. 2008. <i>The History of Development: From Western Origins to Global Faith</i>. London: Zed Books. Chapter 5, “The Invention of Development”, pp. 69-79.</p>
Tutorial	#2 Academic integrity and citation
Other	Reading Quiz #3 must be completed online before class (Wednesday 10am)

Lecture 5		11 Oct	The “Development Industry” and midterm review
Required readings	<p>Wallace, Tina. 2006. <i>The Aid Chain: Coercion and Commitment in Development NGOs</i>. Bourton on Dunsmore, Rugby, Warwickshire, UK: ITDG Publishing. Chapter 3, “The Management of Development”, pp. 31-48.</p> <p>Wallace, Tina. 2004. “NGO Dilemmas: Trojan Horses for Global Neoliberalism?” In <i>Socialist Register 2004: The New Imperial Challenge</i>, edited by L. Panitch and C. Leys. New York: Monthly Review Press.</p> <p>The Guardian’s series on Theories of Development by Simon Reid-Henry:</p> <ul style="list-style-type: none"> ▪ “Amartya Sen: Economist, Philosopher, Human Development Doyen” The Guardian, Nov 22, 2012: http://www.theguardian.com/global-development/2012/nov/22/amartya-sen-human-development-doyen. ▪ “Arturo Escobar: A Post-Development Thinker to Be Reckoned with” The Guardian, Nov 5, 2012: http://www.theguardian.com/global-development/2012/nov/05/arturo-escobar-post-development-thinker. 		
Recommended readings	<p>Petras, James. 1999. “NGOs: In the Service of Imperialism.” <i>Journal of Contemporary Asia</i> 29(4): 429–40.</p>		
Tutorial	#3 Reading discussion		
Other	Reading Quiz #4 must be completed online before class (Wednesday 10am)		

Lecture 6	18 Oct	Midterm and introduction to Term Paper
Required readings	Term Paper Instructions	
Recommended readings	None	
Tutorial	None	
Other	Midterm during first hour of class (10:00 – 11:00) TAs will hold office hours this week in preparation for Paper proposal	
Lecture 7	25 Oct	Borders, security, and development (Guest Lecture)
Required readings	Jones, R. (2016) <i>Violent Borders: Refugees and the Right to Move</i> . London: Verso. (Intro, p1-11, and Chapter Two. p29-47) Fluri, J. (2009) 'Foreign Passports Only': Geographies of (Post)Conflict Work in Kabul, Afghanistan. <i>Annals of the Association of American Geographers</i> 99: 5, 986-994.	
Recommended readings	Duffield, M. (2005) Getting Savages to Fight Barbarians: Development, Security and the Colonial Present. <i>Conflict, Security & Development</i> 5: 2, 141-159. Mountz, A. (2011) The Enforcement Archipelago: Detention, haunting, and asylum on islands. <i>Political Geography</i> 30, 118-128.	
Tutorial	#4 Linking claims to evidence I – Constructing an argument	
Other	Paper proposal due Reading Quiz #5 must be completed online before class (Wednesday 10am)	
Lecture 8	1 Nov	Rural livelihoods and global change
Required readings	Bernstein, Henry. 2010. <i>Class Dynamics of Agrarian Change</i> . Halifax, N.S.; Sterling, VA: Fernwood Publishing; Kumarian Press. Chapter 1, "Production and Productivity", pp.13-24. World Bank. 2007. <i>World Development Report 2008: Agriculture for Development</i> . Washington, DC: World Bank. Executive Summary, pp. 1-25. Available online from World Bank website. Moore Lappé, Frances, and Joseph Collins. 2015. "World Hunger: Ten Myths." <i>Food First Backgrounder, Summer 2015</i> . https://foodfirst.org/wp-content/uploads/2015/08/Summer-2015-Backgrounder-10-Myths.pdf .	
Recommended readings	Bryceson, Deborah Fahy. 2002. "The Scramble in Africa: Reorienting Rural Livelihoods." <i>World Development</i> 30(5): 725–39. Rigg, Jonathan. 2006. "Land, Farming, Livelihoods, and Poverty: Rethinking the Links in the Rural South." <i>World Development</i> 34(1): 180–202.	
Tutorial	#5 Linking claims to evidence II – What is good evidence?	
Other	Marked midterms will be returned in Tutorial. Reading Quiz #6 must be completed online before class (Wednesday 10am)	

Lecture 9		15 Nov Environment and development
Required readings	<p>Grove, Richard. 1992. "Origins of Western Environmentalism". <i>Scientific American</i> 267(1):42-47.</p> <p>Bolaños, Omaira. 2011. "Redefining Identities, Redefining Landscapes: Indigenous Identity and Land Rights Struggles in the Brazilian Amazon". <i>Journal of Cultural Geography</i> 28(1): 45–72.</p>	
Recommended readings	<p>Grandia, Liza. 2012. <i>Enclosed : Conservation, Cattle, and Commerce in the Q'eqchi' Maya Lowlands</i>. Seattle: University of Washington Press. Chapter 3, "Commons, Customs, and Carrying Capacities", pp. 83-116.</p> <p>Böhm, Steffen, Maria Misoczky, and Sandra Moog. 2012. "Greening Capitalism? A Marxist Critique of Carbon Markets." <i>Organization Studies</i> 33(11): 1617–38.</p> <p>Branford, Sue. 2017. "Indigenous Groups Win Key Land Rights Victory in Brazil's Supreme Court." <i>Mongabay</i>, August 17, 2017. https://news.mongabay.com/2017/08/indians-win-key-land-rights-victory-in-brazils-supreme-court/</p>	
Tutorial	#6 Term Paper Workshop	
Other	Paper proposals will be returned in Tutorial Reading Quiz #7 must be completed online before class (Wednesday 10am)	

Lecture 10		22 Nov A "Planet of Slums"? Urbanisation and labour
Required readings	<p>Davis, Mike. 2004. "Planet of Slums." <i>New Left Review</i> 26: 5–34.</p> <p>Standing, Guy. 2011. <i>Precariat: The New Dangerous Class</i>. Bloomsbury Publishing Plc. Chapter 4, "Migrants", 90-114.</p>	
Recommended readings	<p>Standing, Guy. 2011. <i>Precariat: The New Dangerous Class</i>. Bloomsbury Publishing Plc. Chapter 1, "The Precariat", pp.1-25.</p> <p>Harvey, David. 2008. "The Right to the City." <i>New Left Review</i> 53: 23–40.</p> <p>Li, Tania Murray. 2009. "To Make Live or Let Die? Rural Dispossession and the Protection of Surplus Populations." <i>Antipode</i> 41(1): 66–93.</p>	
Tutorial	#6 Term Paper Workshop TAs will hold office hours this week in preparation for Final Paper	
Other	Reading Quiz #8 must be completed online before class (Wednesday 10am)	

Lecture 11		29 Nov The Politics of alternative development
Required readings	<p>Koopman, Sara. 2014. "Making Space for Peace: International Protective Accompaniment in Colombia." In <i>Geographies of Peace</i>, edited by Fiona McConnell, Nick Megoran, and Philippa Williams, pp. 109–30. London: I.B. Tauris.</p> <p>Roff, RJ, 2007. "Shopping for Change? Neoliberalizing Activism and the Limits to Eating Non-GMO." <i>Agriculture and Human Values</i> 24(4): 511–22.</p>	
Recommended readings	<p>Scott, Audrey. 2015. "Volunteering and Voluntourism: The Good, The Bad, and The Questions You Should Ask." <i>Uncornered Market</i>, August 6, 2015. https://uncorneredmarket.com/volunteering-voluntourism-good-bad-and-questions-to-ask/</p> <p>Stahler-Sholk, Richard. 2001. "Globalization and Social Movement Resistance:</p>	

The Zapatista Rebellion in Chiapas, Mexico." *New Political Science* 23(4): 493–516.

Holt-Giménez, Eric, and Miguel A. Altieri. 2013. "Agroecology, Food Sovereignty, and the New Green Revolution." *Agroecology and Sustainable Food Systems* 37(1): 90–102.

Carroll, Rory. 2016 "‘Hope Everyone Pukes on Your Artisanal Treats’: Fighting Gentrification, LA-Style." *The Guardian*, April 19, 2016: <http://www.theguardian.com/us-news/2016/apr/19/los-angeles-la-gentrification-resistance-boyle-heights>

Decolonising Solidarity website: <http://decolonizingsolidarity.org/>

Tutorial #7 Reading discussion

Other Term papers due in class at the beginning of lecture
Reading Quiz #9 must be completed online before class (Wednesday 10am)

Lecture 12	6 Dec	Course recap and final exam review
Required readings	<p>Veltmeyer, Henry, 2005. "Development and Globalization as Imperialism." <i>Canadian Journal of Development Studies/Revue Canadienne D'études Du Développement</i> 26(1): 89–106.</p> <p>Barry-Shaw, Nikolas, and Dru Oja Jay. 2012. Paved with Good Intentions: Canada's Development NGO's from Idealism to Imperialism. Halifax: Fernwood Publishing. Chapter 10, "Conclusion: Solidarity from the Ground Up", pp. 245-262.</p>	
Recommended readings	All previous required readings ☺	
Tutorial	None	
Other	Reading Quiz #10 must be completed online before class (Wednesday 10am)	