

GGR112

GEOGRAPHIES OF GLOBALIZATION DEVELOPMENT AND INEQUALITY Summer 2018

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Office Hours: Wednesday 12-2 pm
Lecture: Monday 10am-12pm, Wednesday 10am-12pm, SS 1073

TEACHING ASSISTANTS

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DESCRIPTION

Economic development and underdevelopment are taking shape in an increasingly interconnected global context. This course examines geographic approaches to “Third World” development, economic globalization, poverty, and inequality. It pays particular attention to the roles of rural-urban and international migration in shaping specific landscapes of development. This is a Social Science course that fulfills Breadth Requirement 3: Society and its Institutions.

COURSE OBJECTIVES

- To become familiar with major issues related to globalization and development;
- To become familiar with theories and analytical perspectives relevant to understand the complex nature of globalization and development;
- To learn and effectively use terms, concepts and tools to think about and examine global processes and the reproduction of inequality;
- To become familiar with academic writing styles and techniques;
- To critically reflect on your own place in an increasingly interconnected world.

EVALUATIONS

Participation	Tutorial participation + reading quizzes	10%	Weekly
Assignment One	Measuring Development	15%	May 13 th
Assignment Two	Film Review	15%	June 10 th
Term Paper	Critique of Development Initiative	25%	June 17 th
Final Exam		35%	TBD

READINGS AND MEDIA

Required preparation for this course draws on diverse media – scholarly papers, popular press articles, videos, podcasts and photo essays. All materials are available on Quercus and must be read/reviewed **BEFORE** coming to class. A schedule to engage required materials is included in this syllabus. The (+) sign indicates weeks including multimedia materials.

GUIDELINES

Communication – All communications for this course will proceed through Quercus and email. In accordance with university policy, only emails from UToronto accounts will be returned. Email subject lines **MUST BEGIN** with ‘GGR112’ for any emails sent to me or your TA. You will receive occasional course updates by email, so you must check your UToronto account regularly. Please do not expect an immediate response to your email. I endeavour to respond to all emails in a timely manner but it is your responsibility to send your email with enough time to allow for a response. E-mail communication is reserved for simple questions that can be answered in one or two sentences. For more substantive discussion, come see me or your TA in person (i.e. during office hours, class, or tutorial).

Participation – In signing up for this course, you commit to working to foster a supportive and respectful space in our lecture hall and tutorial rooms. You are expected to do the required preparation before class and to actively engage in discussion. Participation is not assessed according to the amount you speak, but by the thoughtfulness of your contributions, the constructiveness of your engagement with your colleagues and course material, and your contribution to making GGR112 a generative learning experience. Participation marks will also draw on in-class quizzes on required preparation materials.

Tutorials – Tutorials are mandatory and a key component of this course. Tutorials will include group discussions digging deeper into course readings, skills-based workshops, and preparation for assignments. You must register for a tutorial section on ACORN/ROSI. You must attend the same tutorial group each week and are expected to direct questions to ‘your’ TA and attend their office hours. Please see the course schedule for a list of tutorial dates.

Assignments – All assignments are due at **11:59 PM** on the due date, generally the day before class. All assignments must be submitted on Quercus. All grades and comments will be returned via Quercus. All assignments must be formatted in double space, using Times New Roman in 12 pt form, and use APA style for citations and references.

Extensions – Requests for extensions must be addressed to me via emails. Please note extensions will be granted sparingly in the case of illness or extenuating circumstances. You must present a medical certificate completed by a healthcare professional. Please consult your college registrar if you are having difficulties during term that prevent you from completing your course work.

Late Penalty – Late assignments will be penalized 5% per day of lateness and weekends count as one day. All assignments are due at **11:59 PM** on the due date. Please refer to the course schedule for details.

Grade Reassessment – You have **ONE WEEK** from the day an assignment is returned to you to request a re-grade. No request for reassessment will be accepted within the first **24 HOURS** following grade submission. Please be aware that your grade could go down or stay the same when your work is reassessed. If you wish to have an assignment reassessed, please carefully review the Teaching Assistant’s comments and the assignment outline, and then submit a 1-2 paragraph explanation of your concerns. The assignment will first be reviewed by the TA who originally marked it. If you are still dissatisfied, you may then bring it to the course instructor for reconsideration.

Accessibility – This course is committed to fostering a conducive learning environment for all. If you have suggestions for making the course more accessible, or if you have a consideration or circumstances that need specific accommodation, please see me as soon as possible to make necessary arrangements. For more information on services and resources, please contact Accessibility Services: <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/The-rules>. Please also refer to the writing centre’s page on ‘How Not to Plagiarise’: <http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>.

On Writing (Well)

There are numerous resources at your disposal at the University of Toronto which are intended to help you improve your writing. Some of these are tailored to students whose first language is not English. Some are simply meant for anyone seeking to improve their writing. I urge you to make use of these resources. To access these resources, please visit: www.writing.utoronto.ca.

See in particular:

- The pages on Writing Centres: www.writing.utoronto.ca/writing-centres
- Resources for Learning English as a Second Language: www.writing.utoronto.ca/faqs/english-as-second-language
- Writing Plus is a workshop series aiming to help students improve their academic writing skills: <http://writing.utoronto.ca/writing-plus/>

Technology in the classroom – Think carefully about which uses of technology directly support your learning, and which isolate you or distract others in the classroom. Laptops can be powerful tools for learning when used with purpose; cell phones are not necessary in the classroom. Please put your phones on silent mode (not vibrate) during class meetings and only answer urgent calls or texts. Texting, random surfing and/or having one’s eyes glued to a computer or telephone screen during class sessions, particularly when others are speaking, is not acceptable or respectable conduct. Be advised that there is strong evidence to suggest that hand-written notes lead to better conceptual understanding of material than typed notes, and that students who have open laptops during classes (i.e., lectures, etc.) tend to score lower overall on tests and exams than students who do not use laptops.



Taking photographs or videos is **NOT ALLOWED** in the classroom. Personal audio recordings of lectures require the prior permission of the course instructor.

COURSE SCHEDULE


PART I: GLOBALIZATION AND THE ROOTS OF DEVELOPMENT

Monday 7 May 2018: Introduction + Inequality in a Globalized World

Readings (+):

- Syllabus
- Chari, S. and S. Corbridge. (2007). 'Introduction' in *The Development Reader*. pp. 3-8.
-  The New York Times. (2018). [The Real Cost of Cheap Shirts](#).
-  Miller, J. (2016). [Unequal Scenes](#).

To go further (+):

- Ellwood, W. (2010). 'Globalization Then and Now' (Ch. 1) in *The no-nonsense guide to globalization*. Oxford: The New Internationalist. pp. 14-28.
- Sparke, M. (2009). 'Globalization' in Derek, G., Johnston, R., Pratt, G., Watts, M., & Whatmore, S (eds). *The dictionary of human geography*. pp.308-311.
- Massey, D. (2002). Globalisation: What does it mean for geography?. *Geography*, pp. 293-296.
-  Why Poverty? (2013). [Welcome to the World](#).

Wednesday 9 May 2018: Globalization and Measuring Development

Readings:

- Stiglitz, J.E., Sen, A. and Fitoussi, J.P. (2010). 'Preface' in *Mismeasuring our lives: Why GDP doesn't add up*. New York: The New Press. pp. xvii-xxxii.
- Sen, A. (1999). 'Introduction' in *Development as Freedom*. Oxford: Oxford University Press, pp. 3-11.
- Sparke, M. (2013). 'Preface' and Section '1.2 The Networks of Global Interdependency' in Ch. 1, in *Introducing Globalization: Ties, Tensions, and Uneven Integration*. pp. xi-xvi, 10-22.

To go further:

- The Guardian. (2011). [Problems with measuring poverty](#).
- The Guardian. (2013). [We need new ways to measure poverty, UN meeting told](#).
- The Guardian. (2015). [We need better methods of measuring poverty if we want to make progress](#).
- United Nations Development Programme. (2018). [Assessing Multidimensional Poverty – one index at the global level](#).

Tutorial 1: Introducing ASSIGNMENT ONE – Measuring Development (due May 13th).

****ASSIGNMENT ONE: Measuring Development (due May 13th).**

PART II: HISTORY MATTERS

Monday 14 May 2018: Imperialism, Colonialism and the Genesis of the World System

Readings:

- Ellwood, W. (2010). 'The Bretton Woods Trio' (Ch. 2) in *The no-nonsense guide to globalization*. Oxford: The New Internationalist. pp. 29-45.
- Rist, G. (2008). 'The Making of the World System' (Ch. 3) and 'The Invention of Development' (Ch. 4) in *The History of Development: From Western Origins to Global Faith*. London: Zed Books. pp. 48-79.
- The Guardian. (2015). [The East India Company: The original corporate raiders](#).

Wednesday 16 May 2018: Theories of Development: Decolonization and the Development Project (1945-1970s)

Readings:

- Harriss, John. (2014). 'Development Theories' (Ch.2) in B.Currie-Alder, R. Kanbur, D. M. Malone, and R. Medhora (eds). *International Development: Ideas, Experience, and Prospects*. Oxford: Oxford University Press. pp. 35-49.
- The Guardian. (2012). [US Economist Walt Rostow and His Influence on Post-1945 Development](#).

To go further:

- Sachs, W. (2000). Development: the rise and decline of an ideal (No. 108). Wuppertal papers.

Tutorial 2: Skills-based workshop – Critical Reading Skills + Introducing TERM PAPER (due June 17th).

Monday 21 May 2018: NO CLASS VICTORIA DAY

Wednesday 23 May 2018: Development as Practice: from Structural Adjustment Program to Sustainable Development Goals (1980s onward)

Readings:

- Ellwood, W. (2010). 'Debt and Structural Adjustment' (Ch. 3) in *The no-nonsense guide to globalization*. Oxford: The New Internationalist. pp. 46-63.
- The Guardian. (2012). [Amartya Sen: Economist, Philosopher, Human Development Doyen](#).
- The Guardian (2012). [Arturo Escobar: A Post-Development Thinker to Be Reckoned with](#).

Tutorial 3: Skills-based workshop – Academic Integrity and Citation Practice.



PART III: DEVELOPMENT CHALLENGES and FUTURES

Monday 28 May 2018: The Environment and the Resource Curse

Readings:

- PBS. (2013). [The three reasons countries get rich: Location, location and location](#)
- Acemoglu, D., & Robinson, J. A. (2010). Why is Africa poor?. *Economic history of developing regions*, 25(1), 21-50.
- The Guardian. (2012). [Do Resource Extraction and the Legacy of Colonialism Keep Poor Countries Poor?](#).

To go further (+):

-  Why Poverty? (2013). [Stealing Africa](#).
-  Berlinger, J. (2014). [Crude: The real price of oil](#).
- Robinson, J., & Acemoglu, R. (2012). Why nations fail. Crown Publishing Group. (Ch. 1&2)
- The New Yorker. (2014). [Extreme City: The severe inequality of the Angolan oil boom](#).

Wednesday 30 May 2018 : Urban Inequality and the Rise of Slums

Readings:

- Davis, M. (2006). 'The Urban Climacteric' (Ch. 1) in *Planet of Slums*. London and New York: Verso. pp. 1-19.
- The Economist. (2014). [Down and Out: Shanty-towns may be more of a trap than economists thought](#).
- Collier, P. (2007). 'On Missing the Boat: The marginalization of the Bottom Billion in the World Economy' in S. Chari and S. Corbridge (eds.) *The Development Reader*. pp. 491-500.

To go further:

- The Economist. (2013). [Towards the end of poverty](#).
- Sen, A. (1994). [Population: Delusion and Reality](#). *The New York Review of Books*.
- The New Yorker. (2014). [Tales of the Trash: A neighborhood garbageman explains modern Egypt](#).

Tutorial 4: Reading Discussion + Introducing ASSIGNMENT TWO – Film Review (due June 10th).

Monday 4 June 2018: Film Presentation: Why Poverty? (2013). Stealing Africa.

****ASSIGNMENT TWO: Film Review (due June 10th).**


Wednesday 6 June 2018: Guest Lecture (Elsie Lewison)

Readings: TBD

Tutorial 5: Skills-based workshop – Linking Claims to Evidence I: Constructing an argument.


Monday 11 June 2018: Global Inequality and Migration

Readings (+):



- Milanović, Branko. (2016). 'Inequality among Countries' (Ch. 3) in *Global Inequality: A New Approach for the Age of Globalization*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press. pp. 118-154.
-  The New York Times. (2015). [The Global Refugee Crisis Region by Region](#).

Wednesday 13 June 2018: Neoliberalism and Poverty at 'Home'

Readings (+):

- Veltmeyer, H. (2005). Development and Globalization as Imperialism. *Canadian Journal of Development Studies/Revue Canadienne D'études Du Développement*, 26(1): 89–106.
- The Guardian. (2016). [Neoliberalism—the ideology at the root of all our problems](#)
-  The Boston Globe. (2017). [Boston. Racism. Image. Reality](#).
- The Boston Globe. (2017). [That was no typo: The median net worth of black Bostonians really is \\$8](#).

To go further (+):


- The Guardian. (2012). [Neoliberalism's Trade Not Aid" Approach to Development Ignored Past Lessons](#).
-  The Why? (2013). [Park Avenue: How much inequality is too much?](#)
-  The New York Times. (2014). [Mapping Poverty in America](#).

Tutorial 6: Skills-based workshop – Linking Claims to Evidence II: What is good evidence?

****TERM PAPER: Critique a Development Initiative (due June 17th).**

Monday 18 June 2018: The Development Industry: What now? + Wrap Up

Readings:

- Pieterse, J.N. (2012). Twenty-First Century Globalization: A New Development Era. *Forum for Development Studies*, 39(3): 367-385.
- Barry-Shaw, N. and D. Oja Jay. (2012). 'Conclusion: Solidarity from the Ground Up' (Ch. 10) in *Paved with Good Intentions: Canada's Development NGO's from Idealism to Imperialism*. Halifax: Fernwood Publishing. pp. 245-262.
-  The Guardian. (2018). ['Oxfam allegations are tip of iceberg': sexual harassment and aid workers](#). Small Changes podcast series.

To go further:

- Scott, A. (2015). [Volunteering and Voluntourism: The Good, The Bad, and The Questions You Should Ask](#). *Uncornered Market*.