

**Spring 2018**  
**GEO 215/INT 352/AAS 215/PSC349: INTERNATIONAL DEVELOPMENT AND  
REGIONAL INEQUITY**

**Liberal Arts and Sciences Domain: SCBI**

**Lecture room: Levan 506**

**Course meets: MW 1:00 – 2:30 pm**

**Instructor: Dr. M. Sioh**

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**Office hours: MW 11:20 -12:50 or by appointment**

**Course Description**

In GEO 215/INT 360, we consider the implications of the incorporation of the developing countries, often referred to as the ‘Third World’ or the ‘Global South’ (Africa, Asia, Latin America, Caribbean, Pacific Islands) into a global economy dominated by the ‘developed’ countries of the ‘First World’. Historically, this took place through formal colonialism and imperialism in the period from the 16<sup>th</sup> century to the mid-twentieth century. In recent times, however, a similar process, often termed neoimperialism, is occurring in the Third World/Global South with the spread of the neo-liberal economic system. This has been termed ‘GLOBALIZATION’: it results from the operation of the global market mechanism; the activities of Transnational Corporations (TNCs); the programs of the International Financial Institutions such as the International Monetary Fund (IMF), the World Bank (WB) and the World Trade Organization (WTO).

This course charts the economic transformation in the Third World /Global South beginning in the era of high imperialism in the 19<sup>th</sup> century through the sectoral reorganization of its economies. Since the 1990s a particular set of policies that advocates the prevalence of market discipline over states has been implemented internationally. Commonly known as ‘neoliberal structural adjustment’, this form of social transformation has been the source of intense conflict. Proponents suggest this type of reform represents the only choice for countries hoping for economic growth and development. In particular, we pay attention to the very rapid growth of China as a new economic superpower along with the other Emerging Economies (economically successful former Third World/Global South and Eastern European countries). Alternatively, critics suggest that such policies have brought gains only for the privileged and have adversely affected the most disadvantaged groups. While the course focuses on countries newly emerged from or trying to emerge from poverty, as the news media remind us continuously, the economic fates of the different parts of the world cannot be discussed in isolation; thus, the course does not attempt to do so. Importantly, for our purposes, the various positions in the debate hold different conceptions of what ‘development and economic globalization’ mean and opposed opinions of how to realize it. To establish a solid basis from which to examine the debate, therefore, we examine theoretical arguments surrounding the notions of development and economic globalization and relate them to the specific effects of sectoral restructuring as it has transpired in different countries.

The course is structured in two parts:

- Historical background and theories of ‘(under)development’
- Key moments in the incorporation of the states and societies into globalized economy

The required textbook is *Development and Social Change: A Global Perspective (Sixth Edition)* by Philip McMichael and is available in the bookstore. Additional readings will be put on D2L. Useful journals in the DePaul library database include *World Development Indicators*, *World Development*, *World Development Report*, *Third World Quarterly*. Also, check out <http://www.project-syndicate.org/>

### Evaluation

<b>Quiz</b>	<b>5%</b>
<b>Test</b>	<b>20 %</b>
<b>Class participation</b>	<b>15%</b>
<b>Leading discussion for Brazil and China portfolios</b>	<b>10%</b>
<b>Proposal</b>	<b>5%</b>
<b>Final paper</b>	<b>20%</b>
<b>Final exam</b>	<b>25%</b>

**Quiz and Test** Concepts and their application

**Final Exam** Critique and synthesis of course material

### **Class participation**

Class time will be set aside to discuss the readings and videos vis-à-vis the lectures and textbook material. Aim to spend at least two hours working on course material per hour of class time. On average, students should expect to spend about nine hours a week on this course. This is especially important if you do not have a strong background in world affairs and economics. The aim of the in-class discussion is to show a clear and critical understanding of the material.

**Participation is required, not optional, so come prepared. Not being able to respond when called upon in class twice will lead to loss of half a letter grade.** The participation grade will be based upon a qualitative evaluation consisting of the student’s ability to demonstrate competence in critically engaging with the readings: 1) Determine the major points of the reading’s argument 2) Identify the approach the author takes in posing the problem, and comparing his/her approach to the other readings, particularly the theoretical reading of the week 3) Examine the material for underlying assumptions and describing how these influence the way the problem is posed and the solutions suggested 4) State how convinced you are by the arguments; if not, what criticisms you have 5) Prepare one question or discussion point for the class based on current affairs. Students will take turns leading the class discussions with the aid of a media article to illustrate the concepts under discussion.

### **Attendance Policy**

Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. Missing two classes without explanation will result in an automatic penalty of 10%; missing four classes will result in an automatic **F** regardless of performance in other aspects of the course. Students must sit for the quiz, test and exam and turn in all required written work. No make-up quiz, test, exam or written work without a doctor’s certificate. This must be presented at the next class the student attends

after the absence. No late written work will be accepted. No extra credit. Absence on compassionate grounds will only be allowed when supported by relevant documentation. Notification Process through the Dean of Students Office (Student Center #307 & DePaul Center #11001) in order to have their absence excused.

### **Code of Conduct**

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues. If you bring a cell phone to class, it must be off or set to a silent mode.

### **Leading discussion for Brazil and China Portfolios**

Students are required to work in two groups for each portfolio. One group will take charge presenting on the portfolio to the second group who will evaluate the analysis and proposals put forward by the first group. The first group will make a presentation on the portfolio for about 20-25 minutes in length. They will then lead the discussion after the presentation. The second group must come prepared to ask questions. Both groups will be graded on their performance. More details will be given out in class closer to the assigned dates. The goal is to simulate how you would analyze a development issue facing a country and propose ways to resolve the issue.

### **Proposal (NOT ANNOTATED BIBLIOGRAPHY)**

The research proposal should be about **four double-spaced** pages long (1 inch margins on all sides, 12 pt. font). This proposal will describe what you are researching for your main research paper and how you plan to go about it. It will contain:

- title of the paper
- a brief statement of the topic of the paper and of the principal question and argument to be addressed
- *four* readings/sources to be used, briefly explaining why they are important for your proposed paper in terms of the debates surrounding the topic. This is not a summary of the readings but how they fit in with your argument.

### **Final paper**

The final paper will build on the proposal. Students must submit a **10 (max. 12) double-spaced page** paper on their findings. **As per University policy, graduate students are expected to complete a 20-page paper for the course to qualify for graduate credit.** The paper should include a problem statement, literature review, study objectives, methodology, data analysis, presentation of results and a bibliography. More details will be given in class. You may use one or two of the course readings for your paper but the rest must be different readings from those covered in the class.

### **Academic Honesty and Plagiarism:**

Academic honesty and integrity are expected at all times. Academic dishonesty, such as cheating or copying during exams, will be punished severely. Plagiarism – using someone else’s work without acknowledgment and, therefore, presenting their ideas or quotations as your own work – is strictly forbidden. DePaul University officials will be informed of any instance of academic dishonesty and notification will be placed in your file. Please read the DePaul Academic Integrity Resources page <http://academicintegrity.depaul.edu/> for definitions and explanations of plagiarism and the University’s Academic Integrity expectations for students. Cutting and pasting text taken directly from a web-site without appropriate referencing and quotation marks is plagiarism and is forbidden. Submitting work that has any part cut and pasted directly from the internet is grounds for an automatic F grade for the course.

**Accommodations:**

Any student who requires assistance is asked to contact the **Center for Students With Disabilities:** <http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/university-resources/Pages/center-for-students-with-disabilities.aspx>

**University Center for Writing-Based Learning:**

Collaborates with writers from all disciplines, backgrounds, levels of expertise, and roles within the University community. Their goal is to help develop better writers along with better writing and reflection through continual revision. If you need assistance with writing assignments, they can be contacted at **Center for Writing-based Learning:** <http://condor.depaul.edu/writing/what/Writing%20Center/wc.html>

**Learning Domains, Outcomes and Writing Expectations:**

Every course at DePaul must meet standards outlined by the Liberal Studies Council. Learning domain courses should demonstrate at least one learning outcome in each of the categories below.

**SOCIETY, CULTURAL & BEHAVIORAL INQUIRY**

Courses in the Self, Society and the Modern World domain focus on the mutual impact of society and culture on individuals and of individuals on society and culture. Particular attention is given to human relationships and behavior as they are influenced by social, economic and political institutions, spatial and geographical factors, and the events and social and cultural forces of modernity. This learning domain is concerned with such issues as the role of power and the bases of inequality in society and in international relations. It examines individual cognition, feelings and behavior as they affect the well being of members of society, relationships and collective life. The domain examines the processes of human development and learning and the importance of culture in everyday life. It emphasizes the pursuit of knowledge on such matters through the development of theory and the application of methods of inquiry that draw on the empirical investigation of the modern world. Courses in the domain explore such particular issues as poverty and economic opportunity, the environment, nationalism, racism, individual alienation, gender differences, and the bases of conflict and consensus in complex, urban societies and in global relations.

**Learning Outcomes:**

1. Students will use the constructs of power, diversity, and/or culture to describe examples of where, why and how inequities exist in modern society.
2. Students will be able to frame a theory about the relationship between individuals and modern society.
3. Students will be able to analyze central institutions and/ or underlying social structures and their impact on the larger society.

**Methodological & Critical Thinking Learning Outcomes:**

1. Students will be able to articulate an argument based on theory and empirical evidence regarding the modern world.
2. Students will be able to analyze critically research and arguments about the modern world.

**Personal/Reflective Learning Outcomes:**

1. Students will be able to reflect, in writing, upon their role in the modern world, including their relationship to their own and/or other communities.
2. Students will be able to analyze social problems and public policies on the basis of ethics and values.

**Writing Expectations:**

Students in SCBI Learning Domain courses will demonstrate that they have mastered one or more of the learning outcomes through writing. It is expected that the equivalent of ten pages (which may be distributed across a series of assignments including papers, exams, journals, problem-sets and in-class writing assignments) will be required. At least five of those pages must be written outside class.

**DEPARTMENT OF GEOGRAPHY LEARNING GOALS**

Courses in the Department of Geography teach students:

1. Understand spatial patterns and processes of modification of the Earth's physical and cultural landscapes
  - (a) As social constructions.
  - (b) As systems that link the Earth with human society in interdependent, dialectical relationships, and
  - (c) Through mapping and visualization.
2. Understand the concept of scale as a spatial phenomenon that ties the local, the regional, the national, the transnational, and the global in a system of interaction.
3. Understand the phenomenology of the discipline of Geography—most importantly, “space”, “place”, “landscape”, “region”, and “location”.
4. Distinguish that spaces, places, and so on, may have both objective and subjective/symbolic dimensions.
5. Develop research and writing competences that would allow you to:
  - (a) Formulate a cogent research question about the spatial character of a physical, socio-cultural, or environment-societal phenomenon,

- (b) Write about it in ways that reflect analytical and critical thinking, and
  - (c) Ethical concern over social and environmental justice, consistent with the University's social mission.
6. Engage competently in qualitative and quantitative spatial analysis, and with exercises that are concerned with explaining spatial regularities (for example, the spatial calculus behind the location of retail commerce in Chicago, or transnational flows of capital).
  7. Learn the basic utility and use competently one or more of the information technologies that are now redefining the logistical limits of spatial analysis: geographic information systems (GIS) and remote sensing.
  8. Achieve greater general knowledge of the world, its regions, its physical systems, its cultures, and political-territorial divisions.

### **Harvard Referencing Style**

#### **Reference Lists:**

Reference lists must be in alphabetical order by author's last name. Items by the same author must be in chronological order. Indent all but the first line of the citation. Please use the following style:

*When referencing a direct quotation:*

Knox and Pinch (2000: p.172) argue that "social polarization has been taking place."

*When referencing an idea:*

According to Knox and Pinch (2000), there has been social polarization.

Books:

Knox, Paul and Steven Pinch. 2000. *Urban Social Geography: An Introduction*. 4<sup>th</sup>ed. Englewood Cliffs, NJ: Prentice Hall.

Book chapters in an edited collection:

Beauregard, Robert A. 1986. The Chaos and Complexity of Gentrification. In Smith, Neil and Peter Williams, eds. *Gentrification in the City*. Boston: Allen and Unwin: 35-45.

Journal articles:

Borchert, John R. 1967. American Metropolitan Evolution. *The Geographical Review* 57(3): 301-332.

Internet articles:

Gray, Geoffrey. 2003. Bad for Business: Budget Cuts Threaten Small Manufacturers. *City Limits Weekly* #411. [www.citylimits.org](http://www.citylimits.org). Accessed May 5, 2008.

## **COURSE PLAN**

Mar. 26

Introduction: Development and globalization

Textbook: Chp. 1

### **PART I: THE DEVELOPMENT PROJECT**

Mar. 28

The Development Project: history and concepts

Textbook: Chp. 2, Chp. 3, pp. 55-62.

Apr. 2

Cowen, M. P. and Shenton, R. W. 1996. *Doctrines of Development*. London: Routledge, 3-59.

#### **Apr. 4 Quiz**

Models of (under)development and countermovements

Sheppard, E., Porter, P., Faust, D and Nagar, R. 2009. *A World of Difference: Encountering and Contesting Development*. New York: Guilford Press, 68-94.

Hansen, Suzy. 2017. *Notes on Foreign Country: An American Abroad in a Post-American World*. New York: Farrar, Straus and Giroux, 108 -131.

April. 9

Textbook: Chp. 7 Countermovements

April 11

Kapoor, Ilan. 2008. *The Postcolonial Politics of Development*. London: Routledge, xiii—18.

Lemke, Thomas. 2001. The Birth of Biopolitics: Michel Foucault's lecture at the College de France on Neo-liberal Governmentality. *Economy and Society*, 30(2): 190-207.

April 16

Agriculture and commodities

Textbook: pp. 67-79, 99-102, 255-261, 275-277.

April 18

Kerssen, Tanya. 2015. Food Sovereignty and the Quinoa Boom: Challenges to Sustainable Re-peasantization in the Southern Altiplano of Bolivia. *Third World Quarterly*, 36(3):487-507. + Review proposal

April 23

Test review

#### **April 25**

**Test**

### **PART II: THE GLOBALIZATION PROJECT**

April 30

Peripheral industrialization and transnational production

Textbook: Chp. 3: 63-66, Chp. 4:80-98

### **May 2 Proposal Due**

State and Globalization

Textbook: Chp. 5

Klein, Naomi. 2007. *The Shock Doctrine*. New York: Picador, 177-211.

May 7

Harvey, David. 2005. A Brief History of Neoliberalism. Oxford: Oxford University Press, 64-86.

Golub, Phillip. 2016. East Asia's Reemergence. (Cambridge: Polity Press), 76—103.

### **May 9**

#### **Group work for presentations**

May 14

Brazil portfolio presentation

May 16

China portfolio presentation

May 21

Privatizing gain and socializing risk

Carrasco, Enrique. 2015. *Fundamentals of International Finance and Development: What you need to know*. American Casebook Series. St. Paul: West Academic Publishing, 367-376.

(Optional)Marx, Daniel; Echague, Jose and Sandleris, Guido. 2006. Sovereign Debt and the Debt Crisis in Emerging Countries: The Experience of the 1990s, in Chris Jochnick and Fraser Preston (Eds.) *Sovereign Debt at the Crossroads: Challenges and Proposals for Resolving the Third World Debt Crisis*. Oxford:OUP, 55-79.

May 23

Balding, Christopher. 2014. *Sovereign Wealth Funds: The New Intersection of Money and Politics*. Oxford: OUP, 159-183 (May be replaced by Malan Rietveld, 2017).

May 28

No class Memorial Day

### **May 30**

Course wrap-up, final review.

**Final paper due in class.**

### **June 6**

**Final exam 11:30 am – 1:45 pm in your regular classroom.**