

# San José State University

## COURSE OUTLINE: Geography 115, Global Development

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**Course Number:** GEOGRAPHY 115  
**Course Title:** Global Development  
**Year:** Spring 2019  
**Course Schedule:** Tuesdays 4:30 pm – 7:15 p.m.  
**Location:** Clark Hall, Room 224

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**Instructor:** Dr. Aharon de Grassi  
**Office:** Washington Square 111  
**Office Hours:** Tuesdays 3:00 p.m. – 4:00 p.m.  
**Office Phone:** (408) 924-5425  
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**E-mail Address:** aharon.degrassi@sjsu.edu

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### Course Format:

The course will have a two and a half hour lecture-type meeting a week, which will include country case studies and the occasional video presentation. In addition, there will also be regular discussion exercises to enhance participatory learning and interaction in the course.

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### Course Requirements:

|                         |     |
|-------------------------|-----|
| Assignments             | 20% |
| Midterm Exam            | 15% |
| Exercises/Participation | 15% |
| Research Paper          | 25% |
| Final Exam              | 25% |

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### Readings:

**Required Textbook:** Potter, R. B. et al. (2018). *Geographies of Development*. 4<sup>th</sup> Edition, Pearson/Prentice Hall Education Ltd.: New York.

- Students must always bring their book copy to every class

**Short Readings:** Most weeks will also have a short journal article, definition, newspaper or magazine article, or book chapter to read. Additional short pieces may be handed out in class or posted on Canvas as the semester proceeds.

### Optional:

Gregory et al. (2009) *The Dictionary of Human Geography*, Chichester: Wiley-Blackwell, [online](https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA71427523530002901&context=L&vid=01CAL5_SJO) (https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5\_ALMA71427523530002901&context=L&vid=01CAL5\_SJO). This text is key in explaining important terms, concepts, approaches, and people, but also see Castree (2009) *A Dictionary of Human Geography*, [online here](#), and Mayhew (2015) *A Dictionary of Geography*, [online](#).

## **Course Description (from Catalog):**

Exploration of contemporary global economy using variety of analytical approaches developed by geographers. Provides geographic perspective on world economy and environmental issues within a spatial context. Prerequisite: Upper division standing. GEOG 101 recommended.

## **Detailed Course Description:**

This course introduces a wide range of theories in the study of international development and their relation to geographic issues. We will examine critical questions of why there are such dramatic differences in livelihood opportunities, environments, standards of living, and welfare and wealth throughout the world. We will read, discuss, and write about a lot of really pressing contemporary issues, and try to understand how to think both historically and geographically about the causes, dynamics, and patterns of international development. We will draw on your insights and experiences as we encounter differing perspectives and discuss drastically different viewpoints about some of the most fundamental issues on the planet.

## **Course Objectives:**

This course examines geographical theories of development and underdevelopment and their relevance to the wider topics of development theory. By the end of the course, the students will be expected to:

1. Understand the conflicting nature of definitions of development
2. Evaluate the role of colonialism and imperialism in the global economic system
3. Define and evaluate the conflicting theories of development
4. Discuss the role of globalization in the development - underdevelopment debate
5. Discuss the role of various geographic concepts in explaining the potential for development in different regions of the world.
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.

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## **Detailed Course Requirements, Grading and Evaluation**

Studying development effectively requires in-class discussion and interaction, as well as hands-on learning-by-doing activities. As a result, I have tried to structure the course requirements and grade distribution accordingly.

As is SJSU policy, success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Formatting**

All assignments and texts should be submitted formatted to double space, 12-point font, Times New Roman, 1-inch margins.

### **Exams**

1. *Mid-term exam* – Take-home exam. 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. Part B will be an essay-type 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* – Take-home exam. 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**

There will be *at least* four assignments, designed primarily to *assist* you in preparing your research paper. These assignments include: (1) selecting a country, sector, and topic; (2) compiling an initial bibliography; (3) composing a thesis statement that is a succinct argument outlining the paper; and (4) a rough draft that will be used for peer proof reading. A few further assignments may be added relevant to course material.

### **Research Paper**

Throughout the course, you will be working on a research paper due **April 30<sup>th</sup>**. The paper must be at least 10 pages (excluding tables, pictures, and references). The paper should be organized around a tight argument that focuses on one country, a particular sector, and specific topic/question/problem. We will discuss further the scope of the papers and the expectations for the paper arguments. This is a fundamental part of the course that will enable you to familiarize yourself with real issues and will thereby help you engage, apply and think critically about some of the vast range of theories and concepts we will be covering in the course.

Two or three students may work together on a single paper, however the requirement remains of at least 10 pages per person AND collective papers must be cohesive (not separately written sections stitched together), and will receive a single grade.

You will share the conclusions of your paper with the class in a brief (5-10 minute) presentation, which will count towards your participation grade.

### **Participation, Exercises & Attendance**

These are short individual or group discussions/exercises and 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. Students are expected to attend all the classes and to arrive on time. Repeated absences without legitimate documented reasons will result in 5% reduction of the course grade for each absence. Your active participation in discussion is a key component of this course. The weekly schedule is condensed, and consequently it is crucial that students keep up with the concepts and material in the course – discussion is one of the most important ways to do this because it allows students to clarify, compare, and deepen their understanding

## Course Etiquette & Policy on Devices in Class

### *Allowed:*

- ✓ Using your computer if you sit in the back row
- ✓ Taking class notes on your computer
- ✓ Consulting readings on your computer

### *NOT Allowed:*

- × Using your computer for something not directly related to the class discussion
- × Recording audio/video without explicit permission
- × Having your cell phone out or visible on the table
  - × no texting
  - × no using your cell phone  
{unless you are demonstrably using it briefly to immediately address a specific question or issue in class}

If you are using your computer for anything other than taking notes, it will affect your participation grade. You will only get an initial warning, a final warning, and then will not be allowed to use devices for the remainder of the course.

Please be respectful and considerate with your fellow students and your classroom community – if you are doing non-class activities then you will distract people sitting nearby and diminish their learning. Also respect yourself and give yourself a break from the internet – university courses are unique valuable, once-in-a-lifetime opportunities to think deeply, challenge yourself, and learn with your fellow students.

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## Grading and Evaluation

### 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:

| <u>Requirement</u>      | <u>Percentage of Grade</u> |
|-------------------------|----------------------------|
| Assignments             | 20%                        |
| Midterm Exam            | 15%                        |
| Exercises/Participation | 15%                        |
| Research Paper          | 25%                        |
| Final Exam              | 25%                        |
| Total                   | 100%                       |

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### ***Grade Scale***

| <b>Percent</b> | <b>Letter Grade</b> |
|----------------|---------------------|
| 97-100         | A+                  |
| 94-96          | A                   |
| 90-93          | A-                  |
| 87-89          | B+                  |
| 84-86          | B                   |
| 80-83          | B-                  |
| 77-79          | C+                  |
| 74-76          | C                   |
| 70-73          | C-                  |
| 60-69          | D                   |
| <60            | F                   |

### **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 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 at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop 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 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://sjsu.edu/gup/syllabusinfo/>

### **Accommodation**

If you need special arrangements, please send me an email or speak with me privately after class or in office hours. It is important to speak with me sooner rather than later in order to be able to accommodate you in an appropriate and timely manner.

### **Library Resources**

To succeed in this course, you need to access academic materials from the library. Some can be done online. Please familiarize yourself with how to get online access to academic journals, reference databases, and e-books via the library. You can ask the librarians and fellow students, do an internet search, or chat in office hours. The geography librarian is Nyle Monday, [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)

**Overview of Course Schedule:**

| <b>Week</b> | <b>Date</b> | <b>Topic</b>                      | <b>Assignments / Exams</b> |
|-------------|-------------|-----------------------------------|----------------------------|
| 1           | January 29  | Introduction to the Course        |                            |
| 2           | February 5  | What is Development?              |                            |
| 3           | February 12 | Geography of Development          | Assignment 1 Due           |
| 4           | February 19 | Colonialism & Legacies            |                            |
| 5           | February 26 | Early Development Theories        |                            |
| 6           | March 5     | Capitalism & World Inequality     | Assignment 2 Due           |
| 7           | March 12    | Participatory & Human Development |                            |
| 8           | March 19    | Globalization                     | Mid-Term Exam Due          |
| 9           | March 26    | Politics of Development           | Assignment 3 Due           |
| 10          | April 2     | Spring Break                      |                            |
| 11          | April 9     | Environment                       |                            |
| 12          | April 16    | Food & Agriculture                | Assignment 4 Due           |
| 13          | April 23    | Rural Development                 |                            |
| 14          | Apr 30      | Cities & Urbanization             |                            |
| 15          | May 7       | Paper Presentations               | Research Paper Due         |
| 16          | May 20      | Final                             | Final Exam Due             |

**Readings:**

You are expected to have done the readings for the week by the time of the class meeting. I will briefly mention the next week's readings at the end of each class, in order to help you navigate through the pieces. Pay careful attention to the page numbers for the readings. There may be in-class exercises that count towards your grade based on the reading for that week. We will discuss strategies for approaching the readings, and you are encouraged also to actively work on reading strategies by discussing with fellow students, talking with me, and looking at online resources. While critically reading the materials for the class, students should ask themselves, what is the author's main argument, who and what is the author responding to, how is the argument structured, what sorts of material is the author drawing on, are there relevant issues that the author does not address or which contradict the argument. The readings are provided both to inform students and for students to critically evaluate (not as absolute truth).

## **Geography 115: Weekly Themes/Topics and Assigned Readings**

**\*The instructor has the right to alter/change the proposed schedule with fair notice, and these changes, if they occur, will be announced in class.**

### **Week 1: January 29**

Introduction and Overview: Course requirements, policies, weekly topics, and reading list

What is Geography, what is development, what is development geography, and what is the geography of development?

## **Part I: What is Development and how do we measure and name it?**

### **Week 2: February 5, 2015**

What is Development? Development or Anti-Development?; Measuring Development

***Question to be reading for: What is development to you? How do we measure development?***

Assigned readings: Chapter 1 in Potter et. al., 2018, pp. 3-37

Hall, Stuart (1992) 'The West and the Rest,' in Stuart Hall, ed, *Formations of Modernity*, Polity, pp. 276-280, 289-308.

Jerven, Morten (2013) *Poor Numbers: How We Are Misled by African Development Statistics and What to Do about It*, pp ix-xiv, 1-7.

Jerven, Morten (2013) 'Poor Numbers: The Politics of Improving GDP Statistics in Africa,' *African Arguments*, September 26

<https://africanarguments.org/2013/09/26/poor-numbers-the-politics-of-improving-gdp-statistics-in-africa-by-morten-jerven/>

- See also [www.mortenjerven.com](http://www.mortenjerven.com) and Jerven's videos on youtube

### **Week 3: February 12**

The Geography of Development: Spatialising Development; Rich and Poor Worlds; Inequalities at the Global Scale

Assigned Reading: Chapter 1 in Potter et. al., 2018, pp. 38-50.

From the Canvas folder online, choose two of the short readings on some topics common in public media, including Evaluation of Millennium Village Projects, Jeffrey Sachs, Jared Diamond, Thomas Friedman, Steven Pinker, Climate Change, ICTs & Development.

Flip through Atlases also:

Atlas of Global Development, <https://elibrary.worldbank.org/doi/book/10.1596/978-0-8213-9757-2>

Where the Poor are, <http://documents.worldbank.org/curated/en/470061479454835343/Where-the-poor-are-an-atlas-of-poverty>

Atlas on Economic Complexity, <http://atlas.cid.harvard.edu/>

*Assignment 1 Due: Choose Country and Potential Topic for Research Paper*

### **Week 4: February 19**

Colonialism, Hegemony and Colonialism, Legacies of Colonialism and Neocolonialism

Assigned Reading: Most of Chapter 2 in Potter et. al. 2018, 51-78.

Jerven, Morten (2014) 'Trapped in History,' in *Africa: Why Economists Get It Wrong*, London: Zed Books, pp. 45-73.

Pred, Allen (1984) 'Structuration, biography formation, and knowledge,' *Environment and Planning D: Society and Space* 2, just pp. 251-260.

Skim:

- Murrey, A. (2018) "'When Spider Webs Unite They Can Tie up a Lion': Anti-Racism, Decolonial Options and Theories from the South' in Fiddian-Qasmiyeh, E. and Daley, P. eds., *Routledge Handbook of South-South Relations*, London: Routledge.
- #RhodesMustFall (refs to be sent)
- TWQ colonialism debacle, see: <https://aidnography.blogspot.com/2017/12/third-world-quarterly-case-for-colonialism-curated-overview-debate-critique.html>
- Bernstein, Henry (2000) Colonialism, Capitalism and Development, in Tim Allen, ed. *Poverty and Development*, 241-270.

## **Part II: Geo-Histories of Development**

### **Week 5: February 26**

Theories of Development – Introduction, Classical Theories of Development, Historical Theories of Development and Marx and Development Theory

Assigned reading: Chapter 3 in Potter et. al. 2018, pp. 87-113.

### **Week 6: March 5**

Causes of Capitalism and World Inequality: Dependency Theories, World Systems Analysis, Global Analysis

Assigned reading: Chapter 3 in Potter et. al. 2018, pp. 114-123.

Anievas, A. and K. Nişancıoğlu (2015) 'How Did the West Usurp the Rest? Origins of the Great Divergence over the *Longue Durée*', *Comparative Studies in Society and History* 59 (1): 34-67.

Or, at the very least, read the short reviews:

Book Review, *Journal of World-Systems Research* 23(2): 759-761.



Adam Fabry (2018) The Uneven and Combined Development of Global Capitalism: Debating How the West Came to Rule, *Historical Materialism* 26(3), just pp. 39-43.

Also accessible is the presentation on youtube:

Alex Anievas: 'Rethinking the Origins of Capitalism: Beyond the Eurocentric Cage'

Cambridge Critical Theory and Practice Seminars, Nov 25, 2015

<https://www.youtube.com/watch?v=24LSRyOfD9k>

*Assignment 2 Due: Bibliography for Research Paper*

## **Week 7: March 12**

Geographies of Participation and Integrated Human Development

Assigned reading: Chapter 3 in Potter et. al. 2018, pp. 124-139.

Massey, Doreen (1994) Introduction, *Space, Place, Gender*, Minneapolis: University of Minnesota Press, pp. 1-16.

Awumbila, Mariama (2007) Gender and geography in Africa: developments, challenges and trajectories for the future, *Doc. Anál. Geogr.* 49: 43-56.

*(Take-Home Exam distributed on Tuesday, March 12, due at start of class Tuesday, March 19)*

## **Part III: Globalization and Development/Underdevelopment**

### **Week 8: March 19**

The Globalization Debate, Globalization and Economics, Globalization and Culture; Globalization and Technology; Communications and Development

Assigned Reading: Chapter 4 in Potter et. al., 2018

Hart, Gillian (2010) D/developments after the Meltdown, *Antipode* 41(1): 117-141.

Glück, Zoltán (2015) Piracy and the production of security space, *Environment and Planning D: Society and Space*, volume 33: 642-659.

In-class Video: Life and Debt and in-class discussion

*Mid-Term Exam DUE at start of class*

## **Week 9: March 26**

Political aspects of Globalization and the Role of the State

Assigned Reading Chapter 7 in Potter et al., 2018

Doshi, Sapana and Malini Ranganathan (2018) 'Towards a critical geography of corruption and power in late capitalism,' *Progress in Human Geography*.

Skim:

Laws, Ed and Heather Marquette (2018) 'Thinking and working politically: Reviewing the evidence on the integration of politics into development practice over the past decade,' Thinking and Working Politically (TWP) Working Paper, and skim: <https://twpcommunity.org>

Have a look at:

Al Jazeera's series 'People & Power':

<https://www.aljazeera.com/programmes/peopleandpower/episodes.html>

Duncan Green's blog at Oxfam, 'From Poverty to Power': <https://oxfamblogs.org/fp2p/>

*Assignment 3 Due: Thesis Statement for Research Paper*

## **Week 10: April 2 – Spring Break – No Class!**

# **Part IV: Development in Practice: Components of Development**

## **Week 11: April 9**

Environment, Resources, and Development, Economy and the Environment

Assigned Reading: Chapter 6 in Potter et. al., 2011

Klein, Naomi (2014) Interview, *Der Spiegel*, February 25.

Klein, Naomi (2014) "Introduction: One Way or Another, Everything Changes," in *This Changes Everything*, New York: Penguin, pdf pp 4-20, or mp3

Solnit, Rebecca (2006) "The Uses of Disaster," *Harpers*.

Film: Second Nature

## **Week 12: April 16**

Food and Agriculture

Video: tbd

*Assignment 4: First Draft of Paper*

**Week 13: April 23**

Rural Development

Assigned Reading: Chapters 5 & 10 in Potter et. al., 2018

**Week 14: April 30**

Cities and Urbanization

Assigned Reading: Chapter 9 in Potter et al., 2018.

**Week 15: May 7**

Paper Presentations

*Research Papers Due*

**FINAL TAKE-HOME EXAM DUE IN THE GEOGRAPHY AND GLOBAL STUDIES MAIN OFFICE (WSQ 118) ON Monday, May 20 5:00 PM**