GEOG 330 - Syllabus
Geography of International Development & Globalization*
*WIC Course

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Hours: Mondays, Wednesdays & Fridays, 11-11:50 am; 235 Wilkinson Hall
Office Hrs: Mondays & Wednesdays 12-1 pm, Tuesdays 4-5 pm; and by appointment

Catalog description: GEOGRAPHY OF INTERNATIONAL DEVELOPMENT AND GLOBALIZATION (3). Introduction to the geography of global wealth and inequality with a focus on contemporary development, underdevelopment, and globalization problems in Asian, African, Caribbean, Latin American, and Pacific Island countries. (Bacc Core Course) (Writing Intensive Course)

PREREQS: GEO 105 or GEO 106 or instructor approval.

Who controls Peru’s, Congo’s, and Indonesia’s vast mineral resources?
What is the impact on people and the environment of China’s development strategy?
When “participatory” development comes to a village who has a voice?
Where does “aid” originate and where does it go?
Why are there food shortages in North Korea and South Sudan?

This course investigates the causes of underdevelopment and contemporary development issues at the global, regional, national, and local levels. Emphasis will be given to the how (process) and why (explanation) of development as opposed to a description of locations. We will approach development issues from a multidisciplinary view using written works and videos from geography, economics, sociology, political science, agronomy, anthropology, and other disciplines. Students will be encouraged to pursue topics of personal interest in the assignments.

To say ‘yes’, to approve, to accept, the Brazilians say ‘no’—pois nao. But no one gets confused. By culturally rooting their speech, by playing with the words to make them speak in their contexts, the Brazilians enrich their conversation.

In saying ‘development’, however, most people are now saying the opposite of what they want to convey. Everyone gets confused. By using uncritically such a loaded word, and one doomed to extinction, they are transforming its agony into a chronic condition. From the unburied corpse of development, every kind of pest has started to spread. The time has come to unveil the secret of development and see it in all its conceptual starkness.

--Gustavo Esteva, development economist from Mexico

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

--December 2014
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Weekly Reading</th>
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### I. “Globalization” & “Development”: How We See Global Linkages and Divisions

- **-I-** 5 Jan  
  **Introduction: World Differences**  
  1) Griffiths, “Understanding…”
- **-I-** 7  
  **Measures of Development**  
  2) Yeung, “Globalization”
- **-I-** 9  
  **Discuss readings, global regions**  
  **Select country/region**  
  4) Martinez-Soliman, “Justice…”
  5) Stiglitz, “Inequality…”
  6) Doyle & Stiglitz, “…Extreme…”

- **-II-** 12  
  **Diverse Perspectives**  
  1) Ellwood, *No-Nonsense*, Intro-Ch 1
- **-II-** 14  
  **Basic Development Theories**  
  2) Handout: A.G. Frank
- **-II-** 16  
  **Discuss development theories**  
  3) Birds. & Fuku., “Post-Wash....”
  **Identify development issues**  
  4) Sachs, J., “…Pioneering…”
  **for country case study**  
  5) Starobin, “Does It Take…”
  6) Sachs, W., “Liberating…”

- **-III-** 19  
  **Martin Luther King, Jr. Holiday**  
  1) Gluckman, “…Minegolia”
- **-III-** 21  
  **Colonialism & Decolonization**  
  2) Sharma, “Broken BRICs”
- **-III-** 23  
  **Discuss idea of “development”**  
  3) Farnsworth, “New Mercantalism”
  **Summarize development history**  
  4) Devarajan & Fengler, “Africa’s…”
  5) Woods, “Bringing Geography…”

### II. Rural – Urban Spatial Processes: How Power Divides Resources

- **-IV-** 26  
  **Population & Food, Resources**  
  1) Lappé et al, *World Hunger* (finish)
- **-IV-** 28  
  **Basic Population Theories**  
  2) Handout: Malthus
- **-IV-** 30  
  **Debate the “Myths”**  
  3) Handout: Hardin

- **-V-** 2 Feb  
  **Contemporary Population Thoughts**  
  1) Ehrlich & Ehrlich. “Pop., Dev.,…”
- **-V-** 4  
  **Discuss rural status of case study**  
  2) Sifferlin, “Why It Takes Teens…”
- **-V-** 6  
  **Review**  
  3) Brown, “The New Geopolitics…”
  4) Welch, “…Ponzi Scheme”

- **-VI-** 9  
  **Midterm Exam**  
  1) Davis, *Planet of Slums*

### III. Development Institutions & Their Policies

- **-VII-** 16  
  **Discuss Planet of Slums**  
  1) Ellwood, *No-Nonsense* (finish)
- **-VII-** 18  
  **Institutions: World Bank & IMF**  
  2) Masina, “‘I Am No Idiot!’”
20 Discuss readings 3) Castaneda, “Not Ready..”

-VIII- 23 International Aid 1) Glennie & Mendes, “Should...?”
25 Food Aid 2) Carter, “Some Trade...”
27 Case study WB/IMF experience 3) Lentz & Barrett, “…Negligible...”
4) Rich, Book Review

-IX- 2 March Aid--continued 1) Boudreaux & Cow.,
“Micromagic” 4 Micro-Credit 2) Kristof & WuDunn, “Women’s...”
6 In-class essay(s) 3) Engler, “From Microcredit to...”

-X- 9 Regional Presentations
Due: Complete portfolio with paper
11 Regional Presentations
13 No class meeting

Final Examination: No exam—Prof. Becker with Geo Club in India, 13-29 March

Readings

The following readings are available on Blackboard or distributed as handouts:

Engler, M. 2009. From Microcredit to a World without Profit? Dissent (Fall), pp. 81-7.
Glennie, J & Mendes, E. 2012. Should Donor Nations Give Aid to Countries with Poor Human Rights


Martinez-Soliman M. 2012.Challenges to the Legal Empowerment of the Poor. UN Chr, 4:25-8.


**COURSE ORGANIZATION**

1. **IN-CLASS** Three times per week for lectures, discussion, videos, slides, and student presentations.

2. **READING** Required for each topic and discussion. See outline.

3. **GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Development Portfolio (See below)</td>
<td>60%</td>
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<tr>
<td>Article summaries</td>
<td>10%</td>
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<tr>
<td>Historical background</td>
<td>10%</td>
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<tr>
<td>Rural &amp; urban characterizations &amp; notes</td>
<td>10%</td>
</tr>
<tr>
<td>Final report</td>
<td>30%</td>
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<tr>
<td>In-class essay(s)</td>
<td>10%</td>
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<tr>
<td>Presentation by Region</td>
<td>5%</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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Current grades and other information will be kept on the Blackboard website: [http://my.oregonstate.edu](http://my.oregonstate.edu)
Each student will choose a country on which to specialize for the term, with the goal of linking broad development concepts and trends to the experience of real places and peoples. To specialize, students will amass a portfolio of information that will be shared in Friday meetings that focus on different topics of importance to countries of the Global South. The assignments are designed as incremental writing activities. The first two (article summaries and historical background) will be revised based on feedback from the instructor to be incorporated into the final report. By the end of the ninth week (March 6), the Development Portfolio will consist of a) material collected throughout the term plus b) a written report based on that material (due March 9).

The material collected throughout the term (Development Portfolio) will have 6 entries that correspond with Friday class discussions. Each of the 6 entries will have articles that students have identified and read from a variety of sources, notes on those articles, and/or in-class discussion of them. By the end of the ninth week, students will complete an 8-10-page paper (2,000 word min.)* based on the material collected and the discussions held that will identify the development challenges and opportunities for the country that they have selected.

More information about assignments and writings expectations is available on Blackboard.

Mid-Term Exam and Final Day Test

The two exams will have mostly short-answer questions on the readings and material presented in class. The articles will be a large part of both exams. The mid-term will include questions on Frances Moore Lappé, Joseph Collins, and Peter Rosset’s *World Hunger: Twelve Myths* plus part of Wayne Ellwood’s *The No-Nonsense Guide to Globalization*, and the in-class essay(s) will include questions on the remaining chapters in *The No-Nonsense Guide*, plus Mike Davis’ *Planet of Slums*. 
Participation

This course is designed to encourage your active participation and to accommodate the different interests of students while providing a structure to gain a firm base in concepts, theory, and issues related to development. By fostering regular discussion of readings, the course can become a seminar in format where students take an active role in directing class sessions. To facilitate involvement in the class and engagement with development issues, starting in the first week students will be organized to concentrate on a particular country. Countries are parts of regions and have regular relations with other countries, so there will be opportunities for group discussions to work through regional development concerns and to follow current events in a world region. In the final week of the course each group will be responsible for reporting to the class on development-related events in its region. The regions include:

**Latin America**
--including the sub-regions of Caribbean, Central America, the Andean countries, Brazil and Argentina

**East Asia, Southeast Asia, and the Pacific**
--including China and Indonesia, as well as mainland Southeast Asia, the Philippines, Melanesia, Micronesia, and Polynesia

**Middle East, Central Asia, and South Asia**
--including the Persian Gulf, Aral Sea basin, Pakistan, India, Bangladesh, and Sri Lanka.

**Africa**
--including the sub-regions of North, West, East, Central, and Southern Africa

You should read the news in your region at least twice a week. The 6 discussion Fridays will focus on particular topics:
Week 1. Select country/region (Jan. 9)
Week 2. Identify country’s development issues through current events (Jan. 16)
Week 3. Analyze the country’s history as related to its current development situation (Jan. 23)
Week 5. Investigate the rural condition of the country (Feb. 6)
Week 6. Investigate the urban condition of the country (Feb. 13)
Week 8. Determine what significant relations the country has had with world and regional development institutions such as the World Bank and IMF (Feb. 27)

Consider your preparation for these Fridays as preparing the briefing papers for an in-depth news analysis. Those papers will go into your portfolio. We will use different formats for the Friday discussions such as round-table discussions with “expert” speakers, opposing views, and coverage of different topics by different students. We will discuss the format in the class before the Friday meeting. Maps should be used whenever possible and any other graphic that will aid in making your point. These presentations are reports on development issues such as farming innovations, local non-governmental aid programs, international trade negotiations, and the environmental and social impacts of large construction projects.

The participation grade (10%) will include completion of the in-class discussions, ungraded written assignments, and attendance (must be present to participate!).
Recommended news sources:


Al Jazeera (Doha): http://english.aljazeera.net/
Christian Science Monitor (Boston): http://www.csmonitor.com
The Guardian (Manchester): http://www.theguardian.com/us
Washington Post: http://www.washingtonpost.com

Radio and television networks: Public Broadcasting System (PBS) News Hour at 7 pm on Oregon Public Broadcasting; National Public Radio (NPR) with world, national, and local news broadcast from Corvallis on KOAC at 550 AM and from Eugene on KLCC at 1280 FM.

Other sources include the many international newspapers and networks with internet sites.
- For Latin America, try the University of Texas’ links to newspapers and other sources—http://lanic.utexas.edu/la/region/news/.
- For Asia and the Pacific, the region is even larger and a wide variety of sources are available. Try the Asia Society’s list of sources, http://www.asiasource.org/news/regional.cfm, and Asia Times Onilne, http://www.atimes.com/. You will find other valuable sources for different regions and countries. There is also World News.com, for example, http://www.southeastasianews.com
  For the Middle East, in addition to Al Jazeera, try Al-Arabia (Dubai), http://www.alarabiya.net/english.html.

Communication: In email and voicemail communications, please be sure to provide your full name and to indicate which course you are taking. Students often ask me how I prefer to be addressed. Any of the following are standard forms and are preferred: Mr. Becker, Professor Becker, Dr. Becker, or Dr. B.

Student conduct: Academic honesty, dignity and respect. Students are expected to be honest, civil, and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:

Cheating: Use or attempted use of unauthorized materials, information or study aids
Fabrication: Falsification or invention of any information
Assisting: Helping another student to commit an act of academic dishonesty
Tampering: Altering or interfering with evaluation instruments and documents
Plagiarism: Representing the words or ideas of another person as one’s own
The goal of Oregon State University is to provide students with the knowledge, skill, and wisdom they need to contribute to society. University rules seek to assure each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Office of Student Conduct and Community Standards for disciplinary action.

For more information please see
http://oregonstate.edu/studentconduct/regulations/index.php#acdis
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<tr>
<th>Topic</th>
<th>Expected Outcome (what the student should be able to do)</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>Geographic dimensions of inequality at global, &amp; regional, national &amp; local scales</td>
<td>Describe patterns of spatial inequality in the distribution of wealth at different scales.</td>
<td>Sketch and interpret maps, graphs, tables with data on wealth, resources, health, education, politics &amp; environment.</td>
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<tr>
<td>Development theories compare</td>
<td>Describe and apply development theories: Classical school (Smith, Ricardo), growth stage &amp; modernization (Rostow), dual economy (Myrdal, Lewis), dependency (Frank, Wallerstein, Rodney, Amin), export-led/comparative advantage (World Bank, MF)</td>
<td>Describe, &amp; contrast in written form on exams. Apply in written &amp; oral form for a selected national case study.</td>
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<tr>
<td>Colonialism</td>
<td>Describe the colonial experience of Asian, African, Caribbean, Latin American &amp; Pacific Island countries. Explain the basic causes and impacts of The geographic expansion of capitalism resulting in unequal regional and global linkages in broad historical periods.</td>
<td>Describe historical phases in regional &amp; Global world economy development in written form on exams. Apply in written &amp; oral form to a selected national case study.</td>
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<tr>
<td>Decolonization contrast</td>
<td>Describe the decolonization experience of Asian, African, Caribbean, Latin American, and Pacific Island countries. Identify different political &amp; economic approaches to decolonization and their geographic impacts: import substitution, full employment, nationalization, five-year plans, liberalization, privatization, foreign investment.</td>
<td>Describe &amp; post-colonial development approaches in written form on exams. Apply in written &amp; oral form to a selected national case study.</td>
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<tr>
<td>Population theories</td>
<td>Describe and apply the population</td>
<td>Describe, compare</td>
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<td>Theories of Malthus, neo-Malthusians, family planning &amp; development first.</td>
<td>&amp; contrast in written form on exams.</td>
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<th>Rural &amp; urban development processes</th>
<th>Explain theories of rural change and urbanization in the South as related to globalization.</th>
<th>Describe in written form on exams. Apply in written &amp; oral form to a selected national case study.</th>
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<th>Development policy &amp; compare institutions</th>
<th>Describe &amp; analyze the origin, organization, and influence on development of the World Bank &amp; IMF. Describe bilateral aid and analyze the United States’ PL-480 Food for Peace program. Describe and analyze micro-credit.</th>
<th>Describe, &amp; contrast in written form on exams. Apply in written &amp; oral form in a selected national case study.</th>
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<th>Approaches to studying geographies of development &amp; globalization</th>
<th>Synthesize knowledge to compare &amp; contrast different development &amp; globalization experiences</th>
<th>Identify specific pros &amp; cons of the national development experiences presented by students.</th>
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### Writing-Related Learning Outcomes

- Students will demonstrate knowledge of the uses of writing as a critical-thinking tool in geography.
- Students will demonstrate competence in writing processes by building written documents in stages.
- In addition, students will demonstrate competence in writing processes by editing and polishing in the later parts of the writing process.

*Successful completion of this course satisfies the Writing Intensive Curriculum (WIC) requirement. To find out more about WIC at Oregon State University please see the description at:* [http://wic.oregonstate.edu/about_wic.html](http://wic.oregonstate.edu/about_wic.html).

*Successful completion of this course fulfills OSU’s Baccalaureate Core course requirements for Contemporary Global Issues in the Synthesis category.*
Oregon State University has the following learning outcomes in the Contemporary Global Issues Baccalaureate Core category:

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.