

WORKING SYLLABUS (READINGS AND TOPICS ARE SUBJECT TO CHANGE)

**COURSE TITLE: DEVELOPMENT ISSUES IN THE GLOBAL CONTEXT (CED230)
SPRING 2009**

Instructor:

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Office Hours: Mondays 2:30-4:30

(or by e-mail appointment)

Course Information

Class Meeting Time:

1:25-2:15, MWF

Class Location:

215 Armsby Building

Course description:

This course explores particular development issues in four major world regions: the Americas, Europe, Africa and Asia. The first part of the course will be focused on changes in global economic trends and the actors and entities that and shape them. Examples from the apparel, auto and agricultural industries will be used to illustrate major shifts in the world economy from a developmental perspective. The second part of the course addresses development issues related to current social trends including employment, migration, urbanization patterns and environmental change.

Topical outline:

- I. The Changing Global Economy: Patterns and interconnections
 - Redrawing the global economic map
 - Geographic distribution and specialization of economic activity (case studies)
- II. Employment and Migration: Making a living, employment, underemployment and informalization
 - Global trends: economic integration, employment and labor mobility
 - Regional and inter-regional migratory flows
 - Internal migration
- III. Urban Growth
 - (Mega)cities in the developing world
 - Informal settlements (case studies)
 - Urban patterns in the developed world
- IV. Environmental Change
 - Urban pressure on the landscape
 - Mega projects and the environment
 - Resource extraction and sustainability
- V. Poverty and Health
 - Poverty in the developing world
 - Poverty in the developed world
 - Health: trends and prospects
- VI. Gender and Development

Readings:

In addition to the assigned textbook (see below), readings will be assigned throughout the course and will be posted in advance on the ANGEL website for this course. Posted readings will be announced in class. Please check the ANGEL course website and e-mail for additional readings.

Course Outline and Readings

Week 1	1/12 (M)	Class Overview
	1/14 (W)	Defining Development <ul style="list-style-type: none"> The World Bank: What is Development? 5 pages Peet, Richard, and Elaine R. Hartwick. (1999) <i>Theories of Development</i>. New York: Guilford Press. Chapter 1 pgs. 1-12 Mackinnon, Danny, and Andrew Cumbers. (2007) <i>An Introduction to Economic Geography: Globalization, Uneven Development and Place</i>. Essex: Pearson Education Limited. Chapter 11 <i>Geographies of Development</i> Pgs. 252-278
	1/16 (F)	Debating Development <ul style="list-style-type: none"> Stiglitz, Joseph E. (2002) <i>Globalization and Its Discontents</i>. 1st ed. New York, London: W.W. Norton & Co. Chapter 1 pgs. 3-22 Friedman, Thomas L. (2005) <i>The World Is Flat: A Brief History of the Twenty-First Century</i>. New York: Farrar, Straus and Giroux. Pgs. 3-47 Video clip and student discussion
Week 2	1/19	MARTIN LUTHER KING DAY –NO CLASS
	1/21 (W)	The Changing Global Economy: Patterns and Interconnections <ul style="list-style-type: none"> Mackinnon, Danny, and Andrew Cumbers. (2007) <i>An Introduction to Economic Geography: Globalization, Uneven Development and Place</i>. Essex: Pearson Education Limited. Pgs 3-19 Chapter 2: <i>Global Shift: The Changing Global Economic Map</i> pgs. 32-68
	1/23 (F)	<ul style="list-style-type: none"> Chapter 5: <i>“Webs of Enterprise”</i>: <i>The Geography of Transnational Production Networks</i> pgs. 137-171
Week 3	1/26 (M)	<ul style="list-style-type: none"> Dicken: Chapter 6: <i>“The State is Dead...Long Live the State”</i> pgs. 173-205
	1/28 (W)	Geographic Distribution and Specialization of Economic Activity (case studies) <ul style="list-style-type: none"> Dicken: Chapter 9: <i>“Fabric-ating Fashion”</i>: <i>The Clothing Industries</i> pgs. 249-276
	1/30 (F)	<ul style="list-style-type: none"> Dicken: Chapter 12: <i>“We Are What We Eat”</i>: <i>The Agro-Food Industries</i> pgs.347-376 McMichael, P. (1998) <i>Global Food Politics</i>. <i>Monthly Review</i> 50:97-111
Week 4	2/2 (M)	<ul style="list-style-type: none"> Dicken: Chapter 13: <i>“Making the World Go Round”</i>: <i>Financial Services</i> pgs. 379-408 Review for In-Class Exam
	2/4 (W)	First In-Class Exam
	2/6 (F)	Employment, Underemployment and Informalization <ul style="list-style-type: none"> Anner, et al.”The Industrial Determinants of Transnational Solidarity: Global Interunion Politics in Three Sectors” p. 7-24. Global employment trends: regional case studies: Sub-Saharan Africa p. 14-16; Latin America and the Caribbean, p. 22-24, and South Asia, p. 30-32.
Week 5	2/9 (M)	<ul style="list-style-type: none"> Dicken: Chapter 17: <i>Making a Living in Developed Countries: Where Will the Jobs Come From?</i> Pgs. 475-499
	2/11 (W)	<ul style="list-style-type: none"> Chapter 18: <i>Making a Living in Developing Countries: Sustaining Growth, Enhancing Equity, Ensuring Survival</i> pgs. 501-522

	2/13 (F)	International Migration Flows <ul style="list-style-type: none"> International Organization for Migration, <i>Migration and Development: Perspectives from the South</i>. Read Chapter 5: “India: Skilled Migration to Developed Countries, Labour Migration to the Gulf” pgs. 79-106
Week 6	2/16 (M)	Internal Migration <ul style="list-style-type: none"> World Migration Report 2008, Chapter 7: “Internal Migration” pgs. 173-193.
	2/18 (W)	Urban Growth <ul style="list-style-type: none"> “Urbanization and Global Change” www.globalchange.umich.edu/ (7 pages) State of the world population, UNFPA: Introduction: pg. 1-3 and Chapter 1: “The Promise of Urban Growth” pgs. 5-13 Cities in a Globalizing World. Chapter 6 “The Developing Countries” pgs. 79-96.
	2/20 (F)	Informal Settlements (case studies) <ul style="list-style-type: none"> Improving the Lives of Slum Dwellers: A Home in the City. U.N. Millennium Project, Chapter 2: “Recognizing the Urban Poor as Active Agents of Development” pgs.22-34 The State of World Population: Chapter 2: “People in Cities: Hope Countering Desolation” pgs. 15-33 The Challenge of Slums: Global Report on Human Settlements. Case studies: Beirut, Lebanon pg. 203, Havana, Cuba p. 209, Sydney, p. 227 and Rio de Janeiro, p. 225.
Week 7	2/23 (M)	(Mega)cities in the Developing World <ul style="list-style-type: none"> Adrián Aguilar and Peter Ward, “Globalization, regional development, and mega-city expansion in Latin America: Analyzing Mexico City’s peri-urban hinterland” pgs. 3-21
	2/25 (W)	Urban Patterns in the Developed World <ul style="list-style-type: none"> Cities in a Globalizing World. Chapter 2: “Urban Impacts of Globalization” pgs. 26-42 Cities in a Globalizing World. Chapter 8: “The Industrialized Countries” p. 95-102
	2/27 (F)	Urban Pressure on the Landscape <ul style="list-style-type: none"> State of the World Population, Chapter 4: “The Social and Sustainable Use of Space: pgs. 45-53 Chapter 5: “Urbanization and Sustainability in the 21st Century” pgs. 55-65
Week 8	3/2 (M)	<ul style="list-style-type: none"> Goldsmith, W and P. Oldpadwala. <i>The Sustainability of Privilege: Reflections on the Environment, the Third World City, and Poverty</i>” pgs. 627-640
	3/4 (W)	Midterm Review
	<u>Distribution of paper assignment and group presentation formation</u>	
	3/6 (F)	Midterm
	3/9	S P R I N G B R E A K
	3/11	
	3/13	
Week 9	3/16 (M)	Environmental Hazards <ul style="list-style-type: none"> Sherbinin, A. et. al. “The vulnerability of global cities to climate hazards” p. 39-62
	3/18 (W)	Megaprojects <ul style="list-style-type: none"> Gellert, P. and Barbara Lynch “Mega-projects as displacements” International Social Science Journal v. 55 (175), 2003
	3/20 (F)	<ul style="list-style-type: none"> Case studies: Readings to be added
Week 10	3/23 (M)	Library Training Session (CLASS IS SCHEDULED TO MEET IN ROOM 302 IN THE PATERNO LIBRARY)
	3/25 (W)	Library Training Session (CLASS IS SCHEDULED TO MEET IN ROOM 302 IN THE PATERNO LIBRARY)

	3/27 (F)	Resource Extraction <ul style="list-style-type: none"> • Maconachie, R. "Farming miners' or mining farmers?: Diamond mining and rural development in post-conflict Sierra Leone" p. 367-380.
Week 11	3/30 (M)	Poverty in the Developed World <ul style="list-style-type: none"> • Child Poverty in Rich Countries: "International Comparison" p. 11-20 • The Poor in Developed Countries –Western Europe: Poverty in the UK and Germany (6 pgs) • The Poor in Developed Countries –Eastern Europe: The Russian Federation (9 pgs)
	4/1 (W)	Poverty in the Developing World <ul style="list-style-type: none"> • Satterthwaite, D. "The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America" p. 73-91.
	4/3 (F)	<ul style="list-style-type: none"> • Case studies: Readings to be added
Week 12	4/6 (M)	Health: Trends and Prospects <ul style="list-style-type: none"> • Ainsworth, M. et. al "AIDS and African Development" pg. 203-233)
	4/8 (W)	Gender and Development <ul style="list-style-type: none"> • Fernández-Kelly, P. "Gender and Economic Change in the United States and Mexico" p. 377-404.
	4/10 (F)	<ul style="list-style-type: none"> • Hughes, D. "The 'Natasha' Trade: The Transnational Shadow Market of Trafficking in Women" (8pgs) • Villagomez, M. "Grassroots Responses to Globalization: Mexican Rural and Urban Women's Collective Alternatives" p. 210-218. • "A Day in the Life of Maria: Women, Food, Ecology and the Will to Live" (p. 237-247).
Week 13	4/13 (M)	<ul style="list-style-type: none"> • Exam Review
	4/15 (W)	Second In-Class Exam
	4/17 (F)	Presentation Consultation Session
Week 14	4/20 (M)	Student Presentations
	4/22 (W)	Student Presentations
	4/24 (F)	Student Presentations
Week 15	4/27 (M)	Global Issues for the Future I <ul style="list-style-type: none"> • UNCTAD: the World Economic Situation 2009 (p. 1-35)
	4/29 (W)	Global Issues for the Future II <ul style="list-style-type: none"> • UNCTAD: the World Economic Situation 2009 (p. 1-35)
	5/1 (F)	CLASSES END/WRAP-UP
	5/4 (M)	PAPER DUE

Assigned textbook:

Peter Dicken. *Global Shift: Mapping the Changing Contours of the World Economy*. 5th Edition, the Guilford Press. This textbook is available at the PSU Bookstore.

Course Requirements:

There are 2 in-class examinations (15% each), a midterm (25%), a group presentation (15%), and a 20 page group paper (15%). Class participation is considered in the course grade (15%).

- Papers must be double-spaced. Please use 12 point font size, and one inch margins all around. Make sure to properly reference all sources of information. You can use RefWorks or EndNote.

There will be no make-up examinations (for either the midterm or the 2 in-class exams), unless the student furnishes proper documentation of a medical or family emergency.

Late papers will be deducted half a grade per day for lateness.

Course Assignment Due Dates		(%) Value of Grade
Wednesday, February 4	First In-Class Exam	15%
Friday, March 6	In-Class Midterm	25%
Wednesday, April 15	Second In-Class Exam	15%
Monday, April 20	Student Presentations	15%
Wednesday, April 22	Student Presentations	
Friday, April 24	Student Presentations	
Monday, May 4	Paper Due by 5pm	15%
	Class Participation (assessed throughout course)	15%
Total		100%

Grading:

Grades will be based on assignments outlined in this syllabus. The course is based on a grading scale of 100 percent and will include plus and minus demarcations as follows:

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	75-79
C	70-74
D	61-69
F	0-60

Expectations:

- CED 230 students are expected to attend all classes, read the assigned readings before class and be ready to discuss them. This is important because discussion will be an important part of the class. Please bring your questions to class for discussion with others.
- There will be various in-class individual and group exercises. Therefore, active participation in class discussion is important. Don't worry that what you have to say might not be important – your participation makes for a richer class discussion.
- The examinations for the course will cover materials related to the readings, lectures, class discussions, videos and other supplementary materials. As such, it is expected that students make reference to course materials in the exams and the paper assignment.

Academic Integrity:

The Department of Agricultural Economics & Rural Sociology, the College of Agricultural Sciences, and the University take violations of academic integrity seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe. Academic integrity refers to behavior in an academic setting that ensures that work done is one's own and that the work of others is properly recognized. Examples of violations of academic integrity:

- Allowing another person to look at or copy your exam, quiz or assignment.
- Submitting a lab report, project report or paper with the name of a person that did not work on the report or paper.
- Passing answers via notes, electronic devices or other methods.
- Discussing the answers to an exam or assignment prior to completing the exam or assignment.
- Submitting a lab report, project report or paper without proper citations.

(From: <http://students.cas.psu.edu/AcademicIntegrity.htm>)

Please make sure to cite all references: referenced books, articles, web-based information, maps, photos and all other materials used in your paper and presentation.