

Global Studies 712: Trade and Development
Fall 2018
M 11:30-2:20
LRW-5001

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Office hours: M 10-11 LRW 2023
(and by appointment)

Overview

The geographical focus of this seminar is variously known as the ‘developing world,’ the ‘global south,’ and the ‘third world.’ Through historical and critical lenses we will examine the ways in which global trade has helped and hindered processes of development, as well as postcolonial, Marxist, and Feminist critiques of the concept of developmentalism itself. The seminar ends with a three week focused study on the relationship between resource extraction and economic, social, and political development.

The goal of this seminar is twofold. First, our aim is to familiarize students with topics, methods, and problems in international development theory and policy. Secondly, we aim to encourage students to develop critical perspectives on the nature of development, its relation to global trade, and power relations in contemporary global political economy.

Meetings will follow a seminar format. After introductory remarks by the professor that will contextualize the day’s readings we will move into participant-led discussion. Students will be assigned facilitation roles and, later, will be asked to make a brief (10-15 minute) presentation based on their final research projects.

Learning Objectives

The specific learning objectives of this course will be:

1. To read, understand, and compare a number of scholarly approaches to globalization and trade from an interdisciplinary perspective;
2. To develop a critical appreciation of globalization’s historical roots, as well as its impact on deeply-rooted inequalities;
3. To introduce participants to a range of contemporary social theory concepts, as well as their global and local applications;
4. To improve and refine writing and research skills through the composition of an article-length final essay;

5. To engender group leadership and discussion skills through presentations and participation.

Assignments

Participation and a final research project made up of a graded proposal and graded annotated bibliography will comprise assessment for the seminar. Research paper topics will be determined on an individual basis, in consultation with the professor. **A graded research paper proposal will be due no later than the 22 October November meeting.**

Participation

General contributions to discussion	15%
Assigned seminar facilitation	25%
Research Presentation	15%

Research Project

Proposal	20%
Annotated Bibliography	25%

General Contributions to Discussion – A seminar is only as strong as its participants. Participation includes asking questions of the professor and colleagues, bringing news stories to our attention, and making appointments to meet with the professor either individually or in small groups to discuss the topics of the course. Active listening and presence are key to a successful seminar; as such ***please limit your use of potentially distracting devices – especially cellphones, laptops, and tablets – whenever possible.***

Assigned Seminar Facilitation – Each participant will be responsible with organizing our discussions for one week. Facilitation entails not only summarizing a week’s readings, but doing so *critically* while guiding the rest of the seminar through questions, exercises, and dialogue. The most successful facilitations:

- Highlight the main theoretical and empirical contributions of a given text (this is *not* an exhaustive summary)
and
- Calls into question a text’s conclusions or assertions
or
- Extends a text’s findings or framework into other pertinent areas

In order to facilitate strong conversation and stimulating debate, facilitators are required to circulate 5-7 questions, provocations, or speculations to the rest of the seminar **no later than 5 pm on the Sunday** immediately preceding our Monday meeting.

Research Project Presentation – During the last week of the seminar students will present progress reports to their colleagues on their research. In a 5-7 minute presentation, students will introduce their question and thesis while also highlighting the strengths and gaps in the existing literature. Project presentations are also an opportunity to share

significant findings and frustrations with colleagues. Part of each student's assessment for this portion of their mark will also include their comments, questions, and interactions with other students' presentations. Active and engaged listening and participation is key.

Research Project Proposal – No later than the beginning of class on 22 October, students are required to submit a 3-5 page proposal for your final research paper. The proposal includes:

1. A research question: What do you intend to study? Why is this question significant? Who are the primary actors involved?
2. A (tentative) thesis: What is your argument?
3. A rough working outline: How will you go about responding to your question and thesis?
4. A working bibliography (minimum 5 sources): My concern here is to ensure that you are confident enough resources on your topic are available such that you can compose a feasible and compelling paper. Your bibliography should include a source's citation as well as two to three sentences describing how you will use it for your research paper.

You may feel free to hand in your paper proposal prior to the 22 October due date. The professor is also more than happy to meet and consult as students develop their proposals that the various stages of the project.

Annotated Bibliography (10-15 sources) An annotated bibliography explains the research that has been done on a given topic. Like any bibliography, an annotated bibliography is *an alphabetical list of research sources*. But in addition to bibliographic data, an annotated bibliography provides:

- 1) the thesis of *your* argument (that you will be developing throughout the semester);
- 2) a rough outline of your proposed article (that you will also be developing throughout the semester);
- 3) a concise **summary** of each source and;
- 4) a critical **assessment** of its *value* and *relevance* for your argument.

You should not rewrite the abstract of the article, chapter, or book. An annotated bibliography rather illustrates that you, the researcher, *both* understands the key positions of a given source *and* knows how it will serve your own argument, as laid out in your thesis statement.

Your summary should include the main argument of the resource in question. It should also identify the key findings or positions of the resource *that will be utilized in your essay*. You do not need to provide an exhaustive recounting of the article, chapter, or book.

Annotated bibliographies are exercises in *concision and precision*. Avoid flowery

language. There is no need for icebreakers, introductions, or rhetorical questions. Annotations for each resource should not exceed one paragraph in length.

Email Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Please note that I do my best to respond in as timely a manner as possible to student emails, usually within 48 hours – but do note that I check email much less frequently on evenings and weekends. However, email is no substitute for face to face discussion. Please make every effort to ask questions in seminar or during office hours.

Academic Integrity

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at: <http://www.mcmaster.ca/policy/Students-AcademicStudies>. The following illustrates only three forms of academic dishonesty: 1) Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

Accommodations for Students with Disabilities

Special arrangements can be made for students with disabilities. If you need assistance because of a disability please consult with the Student Accessibility Services (SAS), MUSC Room B107, ext. 29652. Information is also available online, at <http://sas.mcmaster.ca/>. Once you have consulted with a program coordinator, you need to notify me as soon as possible with respect to your accommodation needs.

Assigned Texts

All assigned texts are available either through the library (where many are available in electronic format), the campus bookstore, or through your own ingenuity. The main texts

from which we will be drawing this semester (in the order we'll be working through them):

Michael Todaro & Stephen Smith. 2012. *Economic Development*. New York: Addison-Wesley.

Amartya Sen. 2000. *Development as Freedom*. New York: Anchor Books.

David Harvey. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press.

Arturo Escobar. 2011. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

James C. Scott. 1999. *Seeing like a State: How Certain Schemes to Improve the Human Condition have Failed*. New Haven: Yale University Press.

Michael L. Ross. 2012. *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*. Princeton: Princeton University Press.

Course Schedule

Readings may be adjusted according to the needs of the course.
Students will be consulted and notified with reasonable advance warning should any changes in the schedule be deemed necessary by the instructor.

Part One: Basic Themes of Development Economics

10 September – Introduction to the course

17 September: Fundamentals, I

Michael Todaro & Stephen Smith. 2012. *Economic Development*. New York: Addison-Wesley. Part 1

Further and Suggested Reading:

Keith Griffith. 1999. *Alternative Strategies for Economic Growth*.
New York: St. Martin's Press.

*You may also be interested in viewing the miniseries
Commanding Heights: The Battle for the World Economy
(based on a book of the same name)
available on youtube.com

24 September: Fundamentals, II

Todaro & Smith part 2, chs 5, 8, 10, 11 (skim rest according to your interest)

You'll also want to familiarize yourself with the United Nations' "Sustainable Development Goals," available at <https://sustainabledevelopment.un.org/?menu=1300>

1 October: Development with a Human Face

Amartya Sen. 2000. *Development as Freedom*. New York: Anchor Books. Intro, Chs. 1-3, 5-8, 12.

Further and Suggested Reading:

Jeffery Sachs. 2015. *The Age of Sustainable Development*.
New York: Columbia University Press

Japhy Wilson. 2014. *Jeffery Sachs: The Strange Case of Dr. Shock and Mr. Aid*.
New York: Verso Press

8 October: Reading Week, No Class

15 October: Neoliberalization and After

David Harvey. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press.

Further and Suggested Reading:

Wendy Brown. 2015. *Undoing the Demos: Neoliberalism's Stealth Revolution*. New York: Zone Books.

Part Two: Critical Approaches to Developmentalism

22 October: Developmentalism as a Civilizational Discourse

****Research Project Proposal Due Before Class****

Arturo Escobar. 2011. *Encountering Development: The Making and Unmaking of the Third World*. Chs. 1, 2, 6 (skim the rest according to your interest)

Suggested and Further Reading:

Vijay Prashad. 2014. *The Poorer Nations: A Possible History of the Global South*. New York: Verso.

29 October: Gender and Development

Isha Ray. 2007. Women, Water, and Development. *Annual Review of Environment and Resources* 32: 421-449.

Lata Narayanaswamy. 2014. NGOs and Feminisms in Development: Interrogating the 'Southern Women's NGO.' *Geography Compass* 8(8): 576-589.

Sarah Radcliffe. 2012. Development for a Post-Neoliberal Era? Sumak Kawsay, Living Well, and the Limits to Decolonization in Ecuador. *Geoforum* 43(2): 240-249.

Suggested and Further Reading:

INCITE!: Women of Color against Violence, eds. 2009
The Revolution will not be Funded: Beyond the Non-Profit Industrial Complex
Boston: South End Press

5 November: Free Trade, Development, and Eco-Trauma

In class screening of *Darwin's Nightmare* (Hubert Sauper, 2004)

Part Three: Extractivism and Development

12 November: The Resource Curse and its Skeptics

Michael L. Ross. 2012. *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*

Princeton: Princeton University Press.

Michael Watts. 2004. Resource Curse?: Governmentality, Oil, and Power in the Niger Delta, Nigeria. *Geopolitics* 9(1): 50-80.

Suggested and Further Reading:

Terry Lynn Karl. 1999. The Perils of the Petro-State: Reflections of the Paradox of Plenty. *Journal of International Affairs* 53(1): 31-48.

Abdelrahman Munif. 1989. *Cities of Salt*. New York: Vintage Books

19 November: 'Progressive' Extractivism as Critique of Development (and the Critique of Progressive Extractivism)

Eduardo Gudynas. 2010. The New Extractivism of the 21st Century: Ten Urgent Theses about Extractivism in Relation to Current South American Progressivism. *Americas Program Report*. Washington, DC: Center for International Policy.

Murat Arsel, et al. 2016. The Extractive Imperative in Latin America. *The Extractive Industries and Society* 3(4): 880-887.

Elizabeth Bravo and Melissa Moreno. 2015. Whose Good Living?: Post-Neoliberalism, the Green State and Subverted Alternatives to Development in Ecuador. in *The International Handbook of Political Ecology*, Raymond L Bryant, ed. Northampton, MA: Edward Elgar, 332-344.

26 November: Oil and Political Development

Research Project Presentations

3 December

Research Project Presentations

15 December

Annotated Bibliographies Due (via email)

No later than 5 pm