TOPICS IN GLOBALIZATION: COMMUNICATION AND INTERNATIONAL DEVELOPMENT

E.58.xxxx.xxx
Spring 2011
Department of Media, Culture, and Communication, NYU
Wednesday 2 – 4:10pm
Location

Professor: Helga Tawil-Souri
Office: Department of Media, Culture, and Communication, NYU
239 Greene St. 7th Floor.
e-mail: helga@nyu.edu
Office telephone: 212-992-9437
Office hours: TBA

Course Description and Goals
This course introduces students to theoretical foundations in historical and contemporary issues in communication and international development. Topics include state-building, modernization, dependency and globalization, as they concern the ‘Third World.’

Part One of the course focuses on mainstream development, its proponents (such as the UN, the World Bank and international non-profit organizations) and its application and practice. Part Two will delve into the critiques of development and its connections to longer historical, political and economic inequalities, such as imperialism, colonialism and globalization. In Part Three, each class will be devoted to a particular topic or problem and relevant case studies from their key regions (Latin America/Caribbean; Africa; Middle East; Asia; “The Fourth World”) that students will present on.

This is an inter-disciplinary course that draws on readings in political science, economics, history, sociology, communications and media research, and public policy. Topics of discussion are international in scope, and encourage cross-linkages between different theoretical concepts and geographical locations. Keeping up with global affairs, gaining familiarity with economic terms, looking up historical events, etc. are of utmost importance.

Required Texts

Books:
• Dambisa Moyo and Niall Ferguson, *Dead Aid*, 2010.

**Articles / Web:**

• Other required readings will be available on Blackboard (noted on Schedule as Bb)

## GRADING

### Grading Policies

- Students with special needs, either with physical and/or learning disabilities, or religious observances, must come talk to me at the beginning of the semester in order to assure any special needs: extra time for papers; access to materials, etc. Moreover, any student who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd

- If you attend class, do the required work and have a reasonable grasp of the information, you should have no trouble earning at least a C, which indicates satisfactory work.

- Late papers and assignments will be graded down one decimal point for every day late (24 hours from the start of class, including weekends and holidays, i.e. from 3.3 to 3.2). Papers and assignments will NOT be considered once they are more than 5 days late (24 hours from the start of class, including weekends and holidays) and will automatically result in an F (0%).

- Timely and intelligent participation in class is required, and is predicated on completing readings / assignments before class. Your participation grade will decrease by a full decimal point for every class you miss (i.e. from 3.3 to 3.2). You MUST notify me IN ADVANCE if you are going to miss a class or a deadline, and you will need a legitimate excuse (doctor’s note, arrest warrant, etc.).

- You are expected to abide by NYU’s and Steinhardt’s standards of Academic Integrity. Cheating or plagiarizing the work of another will result in an automatic F (0%). Additionally, departmental and university policy permits harsher actions, if warranted. See NYU Steinhardt’s policy on academic integrity for more information: [http://steinhardt.nyu.edu/policies/academic_integrity](http://steinhardt.nyu.edu/policies/academic_integrity)

### Grading Standards

Grading is on a 4-point scale.

**A** = Excellent. Outstanding work in all respects. Work demonstrates comprehensive understanding and presents thoughtful and creative interpretations, well-focused and original insights, well-reasoned commentary and analysis.
B = Good. Work demonstrates complete and accurate understanding of course materials, presents a reasonable degree of insight and broad level of analysis. Work reflects competence but stays at a general or predictable level of understanding.

C = Adequate. Work demonstrates adequate understanding but remains superficial, incomplete, vague or expresses some important errors or weaknesses. Work may lack concrete, specific examples and illustrations; writing may be vague or hard to follow.

D = Unsatisfactory. Work demonstrates a lack of understanding and fails to express basic aspects of the course. Participation was inadequate or superficial.

F = Failed. Work was not submitted or completed according to parameters (page length, topical focus, types of sources), or completely failed to express the most basic and elementary aspects of the course.

**EXPECTATIONS**

**Class Participation 25%**
- Your participation grade is based on presence, punctuality, quantity and quality of in-class participation – not just being there, but being an active and intelligent voice. You are expected to come to class prepared to intelligently and critically discuss the readings, audio-visual and/or web assignments.
- You will sometimes be asked to bring in assignments to class and/or post them on Blackboard – these will be counted as part of your participation grade.

**Take-Home Exam 25%**
- There will be one take-home exam comprised of short questions / definitions and essay questions. Questions will be handed-out approximately two weeks before the due date. These will be formal academic essays. Details to follow.

**Country/Issue Expert 50%**
- (will explain this in class)

  **Country/Issue Profile Outline**
  - Country/Issue statistics, general overview of country history, economic landscape, development issues, involvement of UN, WB, USAID, and 2 other NGOs.

  **Presentation**
  - Presentations will be done individually during class.
  - Presentation length will depend on class-size (as will grade percentage).
  - PowerPoint or other AV materials are encouraged.

  **Country/Issue Profile**
  - 20-25 page report.
  - Your country/issues profiles will be provided to your classmates on the day of your presentation.
COUNTRY/ISSUE CHOICES

Please provide your TOP 3 choices in order of preference NO LATER than Class 3.

**Africa**: Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Congo, Cote D’Ivoire, Djibouti, Equitorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Swaziland, Tanzania, Togo, Uganda, Western Sahara, Zaire, Zambia, Zimbabwe

**Asia**: Afghanistan, Azerbaijan, Bangladesh, Bhutan, Burma, Cambodia, Kazakhstan, North Korea, Kyrgyzstan, Laos, Mongolia, Sri Lanka, Tajikistan, Turkmenistan, Uzbekistan, Vietnam

**Caribbean / Latin America**: Belize, Bolivia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Guadeloupe, Guatemala, Guyana, French Guiana, Haiti, Honduras, Jamaica, Martinique, Nicaragua, Panama, Paraguay, Peru, Suriname, Trinidad & Tobago, Uruguay

**Middle East**: Algeria, Egypt, Jordan, Iran, Iraq, Lebanon, Libya, Morocco, Oman, Palestinian Territories, Syria, Tunisia, Yemen

**Indigenous population / ‘fourth world’** in any country/region/continent (subject to approval).

**Possible Issue Topics:**
Food, Farming and Famine
Oil and Natural Resources
Drugs and Medical Aid
Migrations and People-Exploits
Textiles, T-Shirts and Trade Embargoes
Computers, Cell Phones and Laptops for All
Call Centers and BPOs
Internet Development / ICT4D
Television, Radio and Satellite Media
The syllabus is a roadmap at best. While it is intended that the course will follow the schedule below, modifications along the way are inevitable. I will notify you of changes in class and/or email and/or Blackboard. Readings are also listed in the suggested reading order – this is only to simplify the accumulation of knowledge on your part, especially when it comes to historical events and theoretical vocabulary.

**PART 1: DEVELOPMENT ON ITS OWN TERMS**

**Class 1: Where is the Third World and What is Development?**
- Bb: David Turnbull “The Function of Maps” pp.7-15
- Rist: Appendix 1, “President Truman’s Point Four Message”.

**Class 2: The Workings of Developers: The United Nations (UN), the World Bank (WB), and the Millennium Goals**
- Bb: “Declaration of Human Rights”
- Bb: UN report “Investing in Development” (read everything through Chapter 1, inclusive; browse through Chapters 2, 3, and 4)
- Bb: World Bank brochure “Working for a World Free of Poverty”
- Bb: Alexander Stille (madagascar piece)
- Bb: USAID website

**Class 3: Historical Background**
- Rist:
  - Ch. 1 “Definitions of Development”, pp.8-24;
  - Ch. 2 “Metamorphoses of a Western Myth” pp.25-28 and pp.43-46;
  - Ch. 3 “The Making of a World System”, pp.47-48 and pp.66-68
**Assignment for class: outline/ summary of UN, WB, USAID and 2 other NGO projects in your country (this will become part of your profile outline)**

**Class 4: From Magic Multiplier to ‘Knowledge Society’**

**PART 2: DOES DEVELOPMENT HELP OR HURT?**

**Class 5: Aid, Debt, Poverty and Colonialism**
- Bb: William Appleman Williams “Empire as a Way of Life” pp.81-88
- Bb: Jerry Kloby “The Legacy of Colonialism” pp.99-106
- *Dead Aid*

**Class 6: Dependency and Global Capitalism**
- Bb: Emmanuel Wallerstein: *Systems Theory*
• Bb: Samir Amin: *Dependency*
• Bb: Paul Cammack “Attacking the Poor” *NLR* 13, Jan/Feb 2002, pp.125-134.

**Country Profile Outline Due**

**Class 7: Humanitarianism or Human Bondage?**
• *Humanitarianism in Question*

**Class 8: Critiques from the Inside**
• *Confessions of an Economic Hit Man*

**Class 9: Global Contests**
• *Shock Doctrine*

**PART 3: INTERNATIONAL CASE STUDIES**

This part of the class is organized by theme, with each class devoted to case studies, examples, and readings that cover an array of ‘Third World’ countries; sometimes the focus will be global, other times regional or national. The readings and discussion will problematize the role of various technologies in the process of development as they pertain to different aspects of social life. The themes may also change depending on global current events and class interests. These will be determined by student interests and your final country/issue profiles.

**Class 10: Latin America / Carribean**

**Class 11: Africa**

**Class 12: Middle East / Fourth World**

**Class 13: Asia**

**Class 14: Resistance and Alternatives**
• Bb: “A Sampling of NGOs Working for Social Change”
• Bb: Claudio Albertini “Small is Beautiful: Airports, McDonald’s and Hypermarkets in Mexico”
• Bb: Vanadana Shiva “Building Water Democracy: People’s Victory Against Coca-Cola in Plachimada”

** Country Profile Due