

Geography and Global Studies

GLST 143 Technology, Politics, and International Development, Spring 2015

Contact Information

Instructor:	Professor Kathryn Davis
Office Location:	WSQ Hall 118
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Office Hours:	Tuesday 3-4:30 and by appointment
Class Days/Time:	MW 12-1:15
Classroom:	CL 234
Prerequisites:	Passage of the Writing Skills Test (WST); completion of Core GE; completion or co-registration in 100W; upper division standing (60 units or more)
GE/SJSU Studies Category:	Area V

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas website for this course. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn about any updates. If you need to contact me via email put GLST 143 and your full name in the subject line. Email without this information may not receive a prompt response.

Course Description

This course will explore vital links between technology and politics in the world of international development and technology aid programs. Examining contemporary case studies and key stories from the longer history of international development, we will identify both the long-term trends and ideals that have influenced the direction of technology-focused aid programs, and the present day configurations of politics and technological exchange that shape global society. We will also consider which philosophies and practice might better inform future technology-focused development programs.

Course Goals and Learning Objectives

GE Learning Outcomes (GELO) (Delete if not applicable.)

GLST 143 is an SJSU Studies course in Area V: Culture, Civilization, and Global Understanding. Courses in this area should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. The courses should also increase students' understanding of how traditions and cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop instinctive features and interact with other cultures. Students will fulfill the writing requirement of at least 3,000 words through assignments including a literature review, research paper, reading responses, current events analysis, and video reviews.

Upon successful completion of this program, students will be able to:

GELO 1 *Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.* (essay 1, in-class writing, exams, video reviews, group discussion assignment)

GELO 2 *Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture* (essay 2, in-class writing, exams, video reviews, group discussion assignment)

GELO 3 *Explain how a culture outside the U.S. has changed in response to internal and external pressures* (essays, group discussion assignment, exams, in-class writing and quizzes, video reviews)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1 *Analyze the impact of technology aid programs on developing countries.*

CLO 2 *Demonstrate understanding of the components of technology aid and how decisions are made about including such aid in development programs.*

Required Texts/Readings

Textbook

David A. Biggs, *Quagmire: Nation-Building and Nature in the Mekong Delta* (Seattle: University of Washington Press, 2010).

Manuel Castells, *Networks of Outrage and Hope: Social Movements in the Internet Age* (Cambridge UK and Malden, MA: Polity Press, 2012).

Nick Cullather, *The Hungry World: America's Cold War Battle Against Poverty in Asia* (Cambridge, Mass.: Harvard University Press, 2010).

Other Readings

Additional readings will be available as electronic resources through the MLK Library and Canvas. See list of additional readings after Course Schedule.

Library Liaison

Nile Monday, Nyle.Monday@sjsu.edu, 408-808-2041

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” However, participation can and will be used in this course as a criterion for grading.

Exams: There will be a Greenbook final exam in this course. It is comprised of a single in-class essay question. You must clearly support and defend in a written essay what you have gained in this course and how you might apply that to your postgraduate goals. It will be up to you to determine and track what you think can be used as evidence over the semester to cite specific examples in your essay to support your position. You will be allowed to bring one page of handwritten notes into the final exam to aid with your essay writing, however you will not be allowed to bring a pre-written essay. (100 points)

Reading Reviews: For each assigned (required) reading you need to upload a ‘review’ of 100-200 words very briefly summarizing **each** reading for the week and expressing key questions that the readings raised for you. You may not use quotes. Each review needs to be submitted to Canvas by 11:59 PM on Sunday. (200 points; 20@10)

Video Reviews: Documentary films will be shown periodically in class. Twice during the semester you will demonstrate in writing that you have thought critically about narratives or images seen in a film from a global perspective. Each essay must be 3 typed pages (double-spaced, 12-point Times New Roman font, with 1” margins on all sides) summarizing new facts gained along with a thought-provoking critique of the film. Essays must include a total word count at the end (750 words minimum). (100 points; 2@50)

Discussion Facilitation: Groups of 4 students will be assigned to facilitate discussion of selected readings. This will include creating critical analysis discussion questions that must be instructor approved ahead of time. The discussion questions will be posted in Discussions on Canvas at least 3 days before the group leads discussion so your classmates have time to consider them. This generally means, for example, if you are to lead discussion on Monday you post questions no later than Thursday 11:59 PM. If you are assigned for Wednesday, you post questions no later than Saturday 11:59 PM. This assignment is worth 150 points and everyone in the group will receive the same grade. Students will be asked to assess each group member’s role and performance.

Participation: Active, engaged participation in lecture discussion as well as group discussion is imperative to your overall grade in this course so good attendance is expected. A sign-in sheet will be passed around at the beginning of class and it will be your responsibility to be sure your name is on the sheet. (250 points)

	Points Possible
Participation	250
Final Exam	100
Reading Reviews	200
Video Reviews	100
Discussion Group	150
TOTAL	800

Correct use of English is a fundamental requirement for your papers to be graded. If errors in English make it difficult for a grader to understand your sentences, or excessively slow down grading to mark your technical errors, your paper will be returned to you for further work on its English, and your grade for the paper will be deferred until it is resubmitted with corrected English.

If your assignment is returned for an excessive number of grammatical errors, you will be allowed to rewrite and resubmit it within two weeks of the original return date. If not resubmitted by the end of two weeks, you will receive a zero (0) for the writing assignment.

Late Policy: As a general rule, I do not accept late work. I expect all work to be submitted on time and in the required format. Do not leave assignments to the last minute, which usually results in poor work and possibly not getting finished on time. If you have a **verifiable** emergency that precludes your submitting your work on time you must contact me in advance and be prepared to show documentation. This documentation must be from a doctor, campus official, court, law enforcement, or other official verification of your situation. It cannot be a parent or person otherwise related to you. It must specifically state that you were unable to attend class on the date of an exam or assignment due date.

Grading Policy

I find grading one of the most difficult parts of teaching, because students have different strengths and weaknesses and different skill sets. My firm expectation is that your work reflects the fact that you are advanced students in a top university. You will either be concurrently enrolled in or finished with 100W, which means you have the skills to write university level papers. Please be sure your effort is equal to the task. I do expect correct format, spelling, grammar, punctuation, and citations. If you have any concerns about your writing please visit the writing center early and often!

Grade Scale:

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review [University Policy S11-3](http://www.sjsu.edu/senate/docs/S11-3.pdf) at <http://www.sjsu.edu/senate/docs/S11-3.pdf>.

Classroom Protocol

- **Talking/sleeping/reading** – This may be my biggest single irritant. Please refrain from conversations with other students while lecture is taking place or your classmates are speaking during discussion. Please do not read non-course-related material during class. Get enough rest the night before so you can stay awake during class. If you fall asleep, I will most likely wake you and if it becomes a consistent issue, it may affect your grade (one cannot participate if one is sleeping).
- **Attendance/Participation:** To benefit fully from the course, attendance and active participation are imperative. The readings are outlined in the course schedule and it is expected that you will read and be familiar with the assigned material prior to attending class.
- **Cell Phones:** Please turn off your cell phone and other electronic devices before entering the classroom and leave them in your bag or backpack. I do not want to *see* or *hear* cell phones during class. Texting in class is also unacceptable.
- **Arriving Late/Leaving Early:** It is important to be on time, but if you are late, please enter the room quietly and take the first available seat. Get your materials out quietly. I will always end class on time, but may lecture right up to the end of the class period. It is a *huge* distraction when students begin packing up early, making it difficult for others to hear. Thus I ask you not to get up to leave until class is over. If, for a valid reason, you need to leave early, please sit at the end of a row and leave quietly.

University Policies

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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of

writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

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A syllabus is a working document, designed to be flexible in order to adapt to changing needs of the class. I reserve the right to make changes to the assignments, due dates, schedule, readings, etc. and will give fair notice in advance of changes taking effect.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26-28	<p>Course Introduction and Overview What is Development? Why Include Technology? Development before “international development”: Japan as a case study Recommended: Tessa Morris-Suzuki, <i>The Technological Transformation of Japan: From the Seventeenth to the Twenty-First Century</i>, Ch. 4</p>
2	2/2-2/4	<p>Development before “international development”: The Colonial World Biggs, <i>Quagmire</i>, Introduction, Chs. 1-2 Post-WWII Transition: The UN and Technology for Global Peace Dona Mehos and Suzanne Moon. “The Uses of Portability: Circulating Experts in the Technopolitics of Cold War and Colonization,” in <i>Entangled Geographies: Empire and Technopolitics in the Global Cold War</i>, ed. Gabrielle Hecht, pp. 43-74.</p>
3	2/9-2/11	<p>Decolonization and the Technological Imaginings of Development Cullather, <i>The Hungry World</i>, introduction, chs. 1, 2 Developers in the Post-colonial Cold War Cullather, <i>The Hungry World</i>, chs. 3, 4</p>
4	2/16-2/18	<p>Agriculture vs. Industrialization Cullather, <i>The Hungry World</i>, chs. 5, 6 Biggs, <i>Quagmire</i>, ch. 3</p>
5	2/23-2/25	<p>Neoliberal Critiques and the Technologies of Development: 1980s-1990s Look at Wikipedia page “The Washington Consensus” Noah Zerbe, “Seeds of Hope, Seeds of Despair: Towards a Political Economy the Seed Industry in Southern Africa,” <i>Third World Quarterly – Journal of Emerging Areas</i> 22, no. 4 (2001): 657-673.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Paul Huddlestone and Matthew Tonts, Agricultural Development, Contract Farming and Ghana's Oil Palm Industry," <i>Geography: Journal of the Geographical Association</i> 92, no. 3 (2007): 264-
6	3/2-3/4	Population Video: <i>Mother: Caring for 7 Billion</i> Struggles with Industry The Green Revolution Cullather, <i>The Hungry World</i> , chs. 7, 8
7	3/9-3/11	Environment and Technology: The Resource Curse? Toby Jones, "Crude Ecology: Technology and the Politics of Dissent in Saudi Arabia," in <i>Entangled Geographies</i> , 209-230. Climate Change, Adaptation and Development W. Neil Adger et al, "Adaptation to Climate Change in the Developing World," <i>Progress in Development Studies</i> 3, no. 3 (2003): 179-195.
8	3/16-3/18	Democracy and Technology Czarina Saloma-Akpedonu. "Malaysian Technological Elite: Specifics of a Knowledge Society in a Developing Country." <i>Perspectives on Global Development & Technology</i> , Mar 01, 2008; vol. 7, No. 1, p. 1-14. ICTs and Development: From the Utopian/Dystopian to the Mundane M. Lim, "Islamic Radicalism and Anti-Americanism in Indonesia: The Role of the Internet" (2005): 1-27.
SPRING BREAK 3/23-3/27		
9	3/30-4/1	China: Industrial planning and models for development Chinese Aid in the Developing World Marcus Power and Giles Mohan, "Towards a Critical Geopolitics of China's Engagement with African Development," <i>Geopolitics</i> 15, no. 3 (2010): 462-495.
10	4/6-4/8	Contemporary Technology and Development from a Geographic Perspective: Vietnam Biggs, <i>Quagmire</i> , chs. 4- 6 and epilogue
11	4/13-4/15	Contemporary Technology and Development from a Geographic Perspective: Latin America Buono, R. and A. Dello. "Technology and Development in Latin America: Urgent Challenges for the 21 st Century." <i>Perspectives in Global Development & Technology</i> , June 2012, Vol. 11, No. 3, p. 341-351.

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/20-4/22	Contemporary Technology and Development from a Geographic Perspective: Africa Michael Sakyi Boateng. "The Role of Information and Communication Technologies in Ghana's Rural Development." <i>Library Philosophy & Practice</i> , Jan 01, 2012, p. 1-23.
13	4/27-4/29	Social Movements and Technology: Prelude; Egypt Castells, pp. 1-92
14	5/4-5/6	Social Movements and Technology: Arab Uprisings; Spain Castells, pp. 93-155
15	5/11-5/13	Social Movements and Technology: Occupy Wall Street; Changing the World Castells, pp. 156-246
Final Exam		Thursday 5/21 9:45-12:00

Additional Readings:

Tessa Morris-Suzuki, *The Technological Transformation of Japan: From the Seventeenth to the Twenty-First Century*, ch. 4

Dona Mehos and Suzanne Moon. "The Uses of Portability: Circulating Experts in the Technopolitics of Cold War and Colonization," in *Entangled Geographies: Empire and Technopolitics in the Global Cold War*, ed. Gabrielle Hecht, pp. 43-74.

Noah Zerbe, "Seeds of Hope, Seeds of Despair: Towards a Political Economy the Seed Industry in Southern Africa," *Third World Quarterly – Journal of Emerging Areas* 22, no. 4 (2001): 657-673.

Paul Huddleston and Matthew Tonts, "Agricultural Development, Contract Farming and Ghana's Oil Palm Industry," *Geography: Journal of the Geographical Association* 92, no. 3 (2007): 264-

Toby Jones, "Crude Ecology: Technology and the Politics of Dissent in Saudi Arabia," in *Entangled Geographies*, 209-230.

W. Neil Adger et al, "Adaptation to Climate Change in the Developing World," *Progress in Development Studies* 3, no. 3 (2003): 179-195.

Czarina Saloma-Akpedonu. "Malaysian Technological Elite: Speciiics of a Knowledge Society in a Developing Country." *Perspectives on Global Development & Technology*, Mar 01, 2008; vol. 7, No. 1, p. 1-14.

Merlyna Lim, "Islamic Radicalism and Anti-Americanism in Indonesia: The Role of the Internet" *Policy Studies* 18 (2005): 1-27.

Marcus Power and Giles Mohan, "Towards a Critical Geopolitics of China's Engagement with African Development," *Geopolitics* 15, no. 3 (2010): 462-495.

Buono, R. and A. Dello. "Technology and Development in Latin America: Urgent Challenges for the 21st Century." *Perspectives in Global Development & Technology*, June 2012, Vol. 11, No. 3, p. 341-351.

Michael Sakyi Boateng. "The Role of Information and Communication Technologies in Ghana's Rural Development." *Library Philosophy & Practice*, Jan 01, 2012, p. 1-23.