

## Globalisation and Development 1 | SOU33081

Year	Junior Sophister
ECTS Credits	5
Contact Hours	22
Pre-requisite	
Semester	1
Module Leader & Lecturer	Prof. Anne Holohan
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### Module Outline:

The global economic and social ‘operating system’ of the late 20th and early 21st century is no longer fit for purpose. Just as computer code can have systemic errors or severe limitations ‘locked in’ at an early stage, so are we faced with an economic, political, and social system that is hurtling us to irreversible climate and social breakdown. The possibilities of code, pre ‘lock in’, are mirrored in the knowledge and perspectives we have in society which are currently (and historically have been) exploited, devalued, or ignored, but in their plurality, are the way out of the current crisis. The ‘locked in’ problems are obvious – most notably environmental externalities and entrenched inequalities. Ideas about modernity that come from a small elite has led to incomplete, often inaccurate, and biased understandings of history, of nature, of migration, of societal wellbeing, of human nature. These understandings need to be interrogated and replaced with a fuller, complete picture of possibilities and how to reorganize socially.

We have grown up in a world where hierarchies dominate as a form of social organization, economically and geopolitically the West has dominated and still dominates, women are devalued, there is a racial ordering which puts white people as the default norm and everyone else as ‘other’, nature is seen as an inert thing that can be dominated. This is couched in language and ideology that renders them as an objective ‘reality’ that we can’t escape from and which advocates a particular path defined as ‘development’ that is conceived of and measured in ways that are narrow and biased. One of the challenges in thinking imaginatively about (re) social organization is to see the myths which we accept as ‘common sense’ (Gramsci) actually protect powerful interests.

In assessing our current social organization, it is useful to consider Graeber and Wengrow’s question: are we really ‘free’? Free to move, free to reason with and reject doing something we don’t agree with, free to reorganize society as needed? Peoples have had those freedoms in the past and they are needed once again to address the current crisis.



### Module Learning Outcomes:

Students successfully completing the module will be able to:

- Critically engage with what is 'development' and 'progress' and 'growth.'
- Have a knowledge and critical understanding of different units of and measures of 'development.'
- Understand feminist critique of concepts and measures of social progress and economic growth.
- Understand the continuity between colonial practices and contemporary global practices.
- Understand the role of the commons and enclosures historically and in contemporary global system.
- Critically assess the role of neoliberal economics in the global system and governance
- Engage in current policy debates around how to understand and address climate change, with a particular focus on the critique of current economic theory and practice.
- Be able to synthesize multiple perspectives to develop new approaches to knowledge, development to tackle inequalities and climate change.
- Improve their writing, problem-solving, debating and policy assessment skills.

### Assessment:

- 20% Student presentation
- 80% Essay of 2,500-words

### Recommended Reading List:

There are four texts recommended for purchase at the start of the module. All are also in the Library.

Three are non-fiction:

- Kate Raworth, Doughnut Economics. Random House: UK. 2017.
- Silvia Federici, Caliban and the Witch: Women, the Body and Primitive Accumulation. Penguin: London. 2004.
- Shiva, V. (2016). Who really feeds the world? The failures of agribusiness and the promise of agroecology. North Atlantic Books.

There is also one novel that incorporates a lot of what we cover in this module, set in a fictional UN Agency The Ministry for the Future, which tries to address the climate crisis across all fronts – economic, political, social with alternating chapters of narrative and discussion of social, economic and political topics. The first chapter is assigned in Week 1 to give a sense of what is at stake.

- Robinson, K. S. (2020). The ministry for the future. Hachette UK.