

## Globalisation and Development 2 | SOU33092

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|--------------------------|---------------------|
| Year                     | Junior Sophister    |
| ECTS Credits             | 5                   |
| Contact Hours            | 22                  |
| Pre-requisite            |                     |
| Semester                 | 2                   |
| Module Leader & Lecturer | Dr. Roderick Condon |
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### Module Outline:

Globalisation is neither inherently good nor inherently bad. It depends on how it is done. What is clear is that it is not working out as prescribed by the powerful institutions and countries in the 1990s and early 2000s. The dominant narrative that the fall of communism demonstrated that there was one path for every country to freedom and prosperity, and that was through the unimpeded market, has been shown to be false.

Thirty plus years later, most people on the planet are still the same or worse off. Two key phenomena can explain this. First, the rules that have governed globalisation have been set largely by corporate interests and powerful countries' interests, and second, how it has been managed internally in states has made an enormous difference to the outcome. And of course, everyone is worse off with the impact of unending growth predicated on a fossil fuelled global industrialisation. But a minority of people in the planet, but still a large number, are better off. Most of them are in countries, notably China, that managed globalisation in a way that resisted the complete acceptance of free market orthodoxy.

In this module, we look more closely at the fates of the world's most populous countries, especially large, so-called 'emerging' economies as they either followed the textbook dominant neoliberal model, which saw the state's principal job as getting out of the way of the market or chose to manage their economies and societies path to capitalism in a globalised era. We use the different measures of 'growth' or progress – GDP, HDI – and their critique through feminist economics, decoloniality, and a growing critical perspective within the discipline of economics, to assess what is happening in each of these countries and what the lessons are to help shift from the path we're on.

We use Karl Polanyi's theory of 'embeddedness' and the 'Double Movement' – the constant tension between the promotion of the mythical 'self-regulating market' and the many sources in society (trade unions, feminist movements, environmentalists, business groups to name a



few) that counter the threat to human life that the subordination of everything to the market brings - to help explore how this is producing different outcomes in each country. In doing so, we adopt an institutionalist perspective that critiques the abstract rational actor and linear, Eurocentric/Western model of modernity, to adopt a more imaginative approach to tackling inequalities and climate change.

### **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 with reference to global business and differential experience of toxicity between different countries and populations.
- Critically assess the role of neoliberal economics in the global system and governance
- Understand the tension between institutions, the state and global orthodoxies in India and China
- Understand 'institutionalism' and how it helps make sense of economic policy.
- Understand Karl Polanyi's 'Double Movement' and apply it to Russia, India, Brazil, and China's experiences over the last 40 years.
- 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 three texts recommended for purchase at the start of the module. They are paperbacks, not textbooks, so reasonably priced. As I am assigning several chapters, I am prohibited for copyright reasons to put it all up on BB, so please use the library or purchase them:



- Amartya Sen and Jean Dreze, *An Uncertain Glory: India and its Contradictions*. Penguin. 2013, 2020.
- Karl Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time*. Beacon Press: Boston. 1944, 1957, 2001.
- Joseph Stiglitz, *Globalization and its Discontents Revisited*. Penguin. 2017

Mathur's book is a new academic hardback and very expensive. It is available as an e-book in Trinity's library:

- Dipali Mathur, *Available to be Poisoned: Toxicity as a Form of Life*. Rowan & Littlefield: London. 2022.