

SGO2500 – forslag til endringer gjeldende f.o.m. H17

Course content

The course discusses fundamental trends and issues that explain the difference between the global North and South, conveying empirical knowledge and critical perspectives on global poverty and inequality.

By linking key concepts, theories and strategies of development to the discussion of global poverty, methods of measurement and poverty reduction efforts, students will be able to analyze development problems in different contexts in the South. The awareness of the importance of a spatial perspective to development problems and processes, highlighted by a value chain framework, will enable the students to identify and understand the impact of regional and global processes on people's lives in specific places.

The course takes also a closer look at some specific sectors, to explore the impact of North/South relations for the global South.

Learning outcome

Knowledge

- Key concepts, theories and debates about development.
- Key concepts and debates about global poverty and inequality.
- Understand the link between development strategies and global efforts of poverty reduction.
- An insight into the complexities of improving people's living conditions in the South.

Skills

You should be able to:

- Think critically about and discuss development concepts, theories and strategies.
- Conduct analyses of development, poverty and inequality that are attentive to the importance of spatial differences and processes, identifying different geographical levels as well as linkages between these levels.
- Assess critically information about and solutions to poverty and other development problems.

Competences

The course trains the students in thinking critically about one of the most important issues in the world today. Poverty and inequality both in the South and globally will have a decisive impact on the future of the world. The students' knowledge of and ability to analyze development problems are thus an essential basis for finding solutions to poverty.

You should have gained:

- A critical attitude towards issues of development, poverty and inequality, based on theoretical perspectives.
- Learn to give constructive feedback to fellow students, as well as to receive feedback from others.
- Experience in writing short opinion pieces on North/South development.

Teaching

Teaching is comprised of a combination of lectures and seminars throughout the semester. Seminars require active student participation, and you are expected to participate in all the seminars.

Compulsory instruction and coursework

It is required of the student that he/she writes and presents a joint feature article relevant to the course. The student must be present in the first seminar where he/she will be assigned to a group.

Guide for seminar paper/feature article writing

Completed and approved compulsory course work is valid until the course is no longer offered. Students who have failed to complete the compulsory course work cannot take the exam.

This course will be taught at The University of Oslo, Blindern campus. Other location in Oslo may be used.

The lectures and seminars will be given in English. The course is designed for both Norwegian and international students.

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Digital Examination

A 6-hour school exam will count 100% of the grade.

The exam for this course is digital, using the examination system Inspira. Please check the semester pages regularly for updated information.

SGO2500 Pensum H17 (773 pages)

Books:

Williams, G. et al. 2014. *Geographies of developing areas*. Second edition. London: Routledge. (360 pp)

Hulme, D. 2015. *Global Poverty: Global governance and poor people in the Post-2015 Era*. Second edition. London: Routledge. (288 pp)

Articles:

@ Werner, M., Bair, J. and Fernández, V. R. (2014), Linking Up to Development? Global Value Chains and the Making of a Post-Washington Consensus. *Development and Change*, 45: 1219–1247. doi:10.1111/dech.12132

<http://onlinelibrary.wiley.com/doi/10.1111/dech.12132/full>

@ Horner, R. (2017) Beyond facilitator? State roles in global value chains and global production networks. *Geography Compass*. 2017;11:e12307.

<https://doi.org/10.1111/gec3.12307>

North/South Food security (46 pp)

@ Huish, R. (2008), Human Security and Food Security in Geographical Study: Pragmatic Concepts or Elusive Theory? *Geography Compass*, 2: 1386–1403. doi:10.1111/j.1749-8198.2008.00155.x

<http://onlinelibrary.wiley.com/doi/10.1111/j.1749-8198.2008.00155.x/full>

@ Jarosz, L. (2009), Energy, Climate Change, Meat, and Markets: Mapping the Coordinates of the Current World Food Crisis. *Geography Compass*, 3: 2065–2083. doi:10.1111/j.1749-8198.2009.00282.x

<http://onlinelibrary.wiley.com/doi/10.1111/j.1749-8198.2009.00282.x/abstract>

@ Hopma J. and Woods M. (2014), Political Geographies of 'Food Security' and 'Food Sovereignty', *Geography Compass*, 8, 773–784, doi: 10.1002/gec3.12163

<http://onlinelibrary.wiley.com/doi/10.1111/gec3.12163/full>

North/South Energy systems (38 pp)

@ Bridge, G., Bouzarovski, S., Bradshaw, M., and Eyre, N. 2013. Geographies of energy transition: Space, place and the low carbon economy. *Energy Policy* 53 (2013) 331-340.

<http://www.sciencedirect.com/science/article/pii/S0301421512009512>

@ Hancock, K. J. 2015. The expanding horizon of renewable energy in sub-Saharan Africa: Leading research in the social sciences. *Energy Research & Social Science* 5 (2015) 1-8.

<http://www.sciencedirect.com/science/article/pii/S2214629614001558>

@ Romijn, H.A. & Caniels, M.C.J. 2011. Pathways of technological change in developing countries: Review and new agenda. *Development Policy Review*, (3): 359-380.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-7679.2011.00537.x/abstract>

Utgår fra pensumliste:

Young, E.M. 2012. *Food and development*. Routledge, London. 377 sider.