

GEOG 642: Geography of Development

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Office hours: Tuesday, 2:15-3:30 PM

This course examines the political economy of development. More narrowly we will examine development theory, the historical geography of capitalist development, and contemporary development practices. We will draw from case studies from different regions to interpret differential patterns of development and environmental change. Special attention will be given to rural development in Asia, Africa, and Latin America.

I aim to run the course as a lecture-led seminar, meaning that we will combine concise lectures with class-driven discussions. For our class discussions to be effective, you must come to class prepared. You must read all of the material for the class carefully and bring questions on the readings with you to each class. This is your major responsibility for the course, as well as the key to your success in this class.

Course requirements

Attendance and participation	15 %
Exams (2), 22.5% each	45 %
Research project—mid-term assignment	15 %
Research project—final paper	25 %

Attendance and participation are required and graded. (If you cannot attend class because of illness, you must bring a signed note from a doctor excusing you from class.) Participation is principally measured by the *quality* of your contributions to classroom discussions.

You will take two in-class exams (October 28 and December 2) that are comprised of essay questions. I will share a sample exam so that you know what to expect.

Finally, 40% of your grade results from your work on an original research paper due on December 7 (details below).

The Course Plan at a Glance 1: Our Thematic Calendar

Day	Date	Class #	Topic
Wednesday	23 Sept.	START	Course introduction
Monday	28 Sept.	class 1	Development, inequality, and geographical differences
Wednesday	30 Sept.	class 2	Colonialism and development
Monday	5 Oct.	class 3	Views from the core: development as modernization & liberalization
Wednesday	7 Oct.	class 4	Views from the periphery—1: uneven / unequal development
Monday	12 Oct.	class 5	Views from the periphery—2: the invention of development
Wednesday	14 Oct.	class 6	Agriculture, hunger, and rural development—1
Monday	19 Oct.	class 7	Agriculture, hunger, and rural development—2
Wednesday	21 Oct.	class 8	Agriculture, hunger, and rural development—3
Monday	26 Oct.	class 9	Migration and urbanization
Wednesday	28 Oct.	exam 1	exam 1
Monday	2 Nov.	class 1	Decolonization and the developmentalist state: Botswana
Wednesday	4 Nov.	class 2	Trade and industrialization in the periphery: South Korea*
Monday	9 Nov.	class 3	The World Bank & the Intl' Monetary Fund (IMF)
Wednesday	11 Nov.	class 4	Debt and structural adjustment programs (SAPs)
Monday	16 Nov.	class 5	The World Trade Organization (WTO)
Wednesday	18 Nov.	class 6	Neoliberalism and development: South Korea redux*
Monday	23 Nov.	class 7	The present economic crisis
Wednesday	25 Nov.	X	[No class: work on research papers]
Monday	30 Nov.	class 8	What is to be done? Development and the future
Wednesday	2 Dec.	exam 2	exam 2

Readings: our course materials

Our course has one assigned book: Eric Sheppard, Phil Porter, David Faust, and Richa Nagar's wonderful *A World of Difference* (2009, New York: Guilford Press). This text is available at the bookstore; used copies are widely available on-line. We will also use a reading packet from Zip's. You may purchase the packet on the first day of class, or at Zip's (1313 Chesapeake Avenue). They are willing to deliver the text if you order it on-line (go to www.zippublishing.com) or by calling (614) 485-0721. Additional reading materials will be made available in electronic form via Carmen, but you must buy the packet and the textbook.

The Course at a Glance 2: Our Reading Plan for Part I

Class #	Topic	<i>World of Difference</i> (chapter #)	From the reading packet and Carmen
START	Course introduction		
class 1	Development, inequality, and geographical differences	1, 2 & 3	1: Booth et al.
class 2	Colonialism and development	13 & 14	
class 3	Views from the core: development as modernization & liberalization	15 & 16	2 (Sheppard); 3 (Wade)
class 4	Views from the periphery—1: uneven / unequal development	4 & 5	4 (Laclau)
class 5	Views from the periphery—2: the invention of development		5 & 6 (Mitchell)
class 6	Agriculture, hunger, and rural development—1		Carmen: de Janvry 1981
class 7	Agriculture, hunger, and rural development—2		Carmen: de Janvry 1981
class 8	Agriculture, hunger, and rural development—3	6	7 (Ugarte); 8 (Mittal)
class 9	Migration and urbanization	19	9 (Davis)

The Course at a Glance 3: Our Reading Plan for Part II

Class #	Topic	<i>World of Difference</i> (chapter #)	From the reading packet and Carmen
class 1	Decolonization and the developmentalist state: Botswana	16	10 (Samatar)
class 2	Trade and industrialization in the periphery: South Korea*	17 & 20	11 - 13 (Amsden & Wade)
class 3	The World Bank & the IMF	21 & 22	14 (Wade)
class 4	Debt and structural adjustment programs (SAPs)	23	Carmen: Akyuz
class 5	The World Trade Organization		17 (Wade); 18 (George)
class 6	Neoliberalism and development: South Korea redux*		Carmen: Cumings; Pirie
class 7	The present economic crisis		19 (Arrighi)
X	[No class: work on research papers]	--	
class 8	What is to be done? Development and the future	24	20 (Wade); 21 (Amin)

The Research Project

You will work independently to write a research paper on a particular *development issue* (sector, theme, or policy) and a particular *country or economic region*. For instance, your research project might consider the relationship between development and one of the following themes for a particular country: foreign aid; gender and development; industrialization; agricultural development; trade policy; the state; NGOs/civil society; migration and remittances; and so forth.

The final result of your research will be one paper of 12-15 pages (~4,000 words, formatted as a formal, double-spaced paper). As a first step, you should begin reading and narrowing down your topic. Initially, read broadly in order to establish a critical overview of the literature. The purpose of such reading is to gather data, in a narrow sense, but more broadly and fundamentally to develop a grasp on the literature, viz: the various ways your topic has been conceptualized; the key points of debate in the literature; and the strongest questions to define your research. This is the foundation for a strong research paper.

THE MID-TERM ASSIGNMENT: due **November 2, at the start of class**. You will turn in (1) one copy of a 5-600 word abstract that elaborates your central argument, as well as (2) an *annotated bibliography* with 15-25 key sources on your research. The annotated bibliography should include the following for each key source: a full citation; a concise summary of the text; a statement on the utility of the text for your research. You are encouraged to include criticism.

Your principal sources should be peer-reviewed academic journals. You may want to begin by perusing the following journals: *Progress in Development Studies*; *Development and Change*; *Journal of Development Studies*; *Economic Geography*; *World Development*; *Development (Cambridge)*; *Development in Practice*; *Third World Quarterly*; *Journal of Development Economics*; *Economic Development and Cultural Change*. However, you should also draw from and texts by governments and development organizations. As a starting point, see the peerless on-line databases and libraries of the UNDP, UNCTAD, World Bank, IMF, and the WTO.

THE FINAL REPORT (due **Monday, December 7 by 2:30 PM**, in lieu of a final exam) is a research paper that must address the following four elements (which may serve you as a structure for your paper):

1. *The facts about the present state of economic development in your country.* Briefly outline the state of development in your country: the structure of the economy, the history and geography of development, growth and inequality, prospects for sustainable development, etc.
2. *Conceptual literature review.* Discuss the debates around your theme/sector (not necessarily in your country). What are the key positions in the literature vis-à-vis your theme? How have these positions shaped development thinking?
3. *Analysis.* This is the key section of your paper, where parts 1 and 2 are articulated. The way this will come together will vary considerably in different

papers, but every paper must *present an argument* in this section—for instance, about the development or underdevelopment of your sector/country, or the importance of consideration of your chosen theme/sector for the development of your country.

4. *The way forward.* Your paper should conclude by presenting an argument for what could be considered the best policy or political strategy to bring about development. Imagine that you have the ear of state officials in your country: what path do you suggest? If obvious barriers exist to this path, address them: how may they be overcome?

The rules: turning in work, plagiarism, and so forth

Accommodation will be made for any student with special needs based on the impact of a disability. Please contact the instructor and also the Office for Disability Services at 292-3307, or go to 150 Pomerene Hall.

The mid-term assignment and final papers should be turned in on paper (not via email). If you cannot find me to turn in your work, have your paper time-stamped in the department of geography front office and place your paper in my mailbox (in the department mailroom).

Late work loses ten percentage points per day (Saturday and Sunday count as one day). For instance, a paper that is turned in six days late but would have otherwise received a score of 90/100 would be worth 30/100.

Because our exams are essay-based and unique to each course-group, they cannot be taken late or made up. Exceptions are rare – emergencies only – and up to my discretion. Arrangements for a make-up exam should be made *before the exam is distributed*.

Because of the risk of H1N1 flu to the community, you have flu symptoms, do *not* come to class. Stay home, rest, and contact health services. And email me to document your absence.

Grading options for the course are A,A-,B+,B-,C+,C-,D+,D, E. An 'I', or Incomplete, will only be given under special circumstances and where the instructor has made an arrangement with the student before the end of the quarter. If you wish to request an 'I', be prepared to explain why an Incomplete is an appropriate grade, and when you will complete the incomplete.

Any academic misconduct, such as plagiarizing, will be reported to Ohio State's Office of Academic Affairs, Committee on Academic Misconduct (COAM). They have prepared this statement on academic integrity; please read it carefully.

Ten Suggestions for Preserving Academic Integrity

Ohio State Office of Academic Affairs, Committee on Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity[...].

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property [...].

2. **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a "cheat sheet." Keep your eyes on your own work. [...]

3. **DO NOT FABRICATE INFORMATION:** Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. [...]

5. **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. [...]

6. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:** Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. [...]

7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). [...]

8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. [...]

9. **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property.[...]

10. **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take!