



# SYLLABUS

# GEOG 5700

## GEOGRAPHY OF DEVELOPMENT: A COURSE IN CRITICAL POLITICAL ECONOMY

AU 2025 (full term)  
MW 9:35-10:55 AM  
Hagerty Hall 046

3 credit hours  
In person format

## COURSE OVERVIEW

### Instructor

Instructor: Prof. Joel Wainwright  
Email address: [wainwright.11@osu.edu](mailto:wainwright.11@osu.edu) (preferred contact method)  
Office phone: 614-247-8746  
Office hours: immediately before and after each lecture + by appointment

### Prerequisites

None. No background in Geography is expected or required to enroll in this course.

## Course description, structure, and goals

This course will enhance your understanding of the political economy of capitalism and economic 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 political-economic change.

This course is structured into three units, each with a specific aim:

Unit 1 (classes 1-4) introduces the major themes, questions, and concepts of the course. Our goal is to ensure that everyone understands the aims and scope of the course and is prepared to succeed.

Unit 2 (classes 5-17) lays a foundation for the critical analysis of political economy of development. First, we examine the historical relationship between colonialism and development. Second, we study the foundational concepts of critical political economy. Third, we study an abstract model of an economy in the developing world.

Unit 3 (classes 18-30) builds upon this foundation by examining contemporary challenges in development policy and planning. After analyzing four case studies— the political economy of food and hunger; Botswana; South Korea; and China—we consider the present global crisis with its interlocking political, economic, and ecological qualities.

To achieve these goals, and for the lectures to be effective, you must come to class prepared. Read the material carefully before each class. This is your major responsibility for the course, as well as the key to your success. The readings are challenging, and you will probably have questions. Dwell on them; bring them to class.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Describe the spatial and historical context of the global capitalist economy (Geography program goal a.1).
- Critically evaluate the different processes and forms of power that structure our global economy (a.2).
- Synthesize multiple perspectives on theories of development (d.1).

## COURSE EXPECTATIONS AND GRADING

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive an average grade (historically: 84/100).

### How your grade will be calculated

exam #	day	date	# prompts	# essays	pts/essay
1	Weds.	1-Oct	3	2	14.3
2	Weds.	5-Nov	3	2	14.3
3	Monday	15-Dec	4	3	14.3
		sum	10	7	(14.3*7)=100

Information about the exams will be provided during lectures and via Carmen.

There are no extra credit opportunities in this class.

### Late exams and assignments

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.

### Grading scale

Grading options for the course are A, A-, B+, B, B-, C+, C, C-, D+, D, E. 93–100: A ; 90–92.9: A- ; 87–89.9: B+ ; 83–86.9: B ; 80–82.9: B- ; 77–79.9: C+ ; 73–76.9: C ; 70–72.9: C- ; 67–69.9: D+ ; 60–66.9: D ; Below 60: E An 'I,' or Incomplete, will only be given under exceptional circumstances where I have arranged with you before the last week of the semester. If you wish to request an 'I,' please email me to explain why an Incomplete is appropriate and when you will complete the 'I.'

### COURSE SCHEDULE (SUBJECT TO CHANGE)

#	day	date	topic	assigned reading <i>World of Difference</i>	assigned reading other text
			<b>Unit 1: Course introduction</b>		
1	W	27-Aug	Course introduction		course syllabus
	M	10-Sep	Labor day observed: no classes		
2	W	3-Sep	Development, inequality, and geographical differences—1	2	
3	M	8-Sep	Development, inequality, and geographical differences—2	3	
4	W	10-Sep	Development, inequality, and geographical differences—3	4	
			<b>Unit 2: Foundations of critical political economy</b>		
5	M	15-Sep	Colonialism and development—1	13, 14...	
6	W	17-Sep	Colonialism and development—2	...14, 15	
7	M	22-Sep	Critical political economy—1		Mann, <i>Disassembly</i> (pp 1-45)
8	W	24-Sep	Critical political economy—2		Mann, <i>Disassembly</i> (pp 47-76)
9	M	29-Sep	Critical political economy—3		Mann, <i>Disassembly</i> (pp 77-110)
10	W	1-Oct	Exam 1 (in classroom): 3 questions, you answer 2		
11	M	6-Oct	Critical political economy—4 (and Exam 1 review)		Mann, <i>Disassembly</i> (pp 113-97)
12	W	8-Oct	Development theory—De Janvry's synthesis 1		De Janvry (first half)
13	M	13-Oct	Development theory—De Janvry's synthesis 2		De Janvry (second half)
14	W	15-Oct	Development theory—De Janvry's synthesis 3	16	De Janvry (reread / review)
15	M	20-Oct	de Janvry's synthesis 4 to political economy of food 1	19	De Janvry (reread / review)
16	W	22-Oct	Political economy of food, agriculture & hunger 2		Magdoff & Tokar (first half)
17	M	27-Oct	Student services visit, <a href="#">option A: debt &amp; budgets 101</a>		Edmundson (2011)
18	W	29-Oct	Film: <i>Life &amp; Debt</i>	23	
19	M	3-Nov	Political economy of food, agriculture & hunger 3		Magdoff & Tokar (second half)
20	W	5-Nov	Exam 2 (in classroom)		
21	M	10-Nov	Student services visit, <a href="#">option B: Life's tough but so are you</a>		Edmundson (2011)
			<b>Unit 3: Development practices and problems today</b>		
22	W	12-Nov	Decolonization & the developmentalist state: Botswana 1		Samatar (Intro to p 31)
23	M	17-Nov	Decolonization & the developmentalist state: Botswana 2		Samatar (62-96)
24	W	19-Nov	Trade & industrialization in the periphery: South Korea 1		Amsden
25	M	24-Nov	Trade & industrialization in the periphery: South Korea 2		Glassman
	W	26-Nov	day before Thanksgiving: reading day, no lecture		
26	M	1-Dec	China, global political economy, & development 1		Arrighi
27	W	3-Dec	China, global political economy, & development 2		Li
28	M	8-Dec	The triple crisis & adaptation as development		Wainwright (2024)
29	W	10-Dec	This will not be easy		Mann (pp 199-247)
30	M	15-Dec	Exam 3 aka the final (in classroom, 10:00-11:45 am)		



# COURSE MATERIALS AND TECHNOLOGIES

## Required reading materials

- Our course has two assigned textbooks:

[1] E Sheppard, P Porter, D Faust, and R Nagar, *A World of Difference* Second edition (scarlet cover). 2009. New York: Guilford Press (ISBN 9781606232620). Link at [OSU library](#) (free unlimited access); at [Guilford press](#); at [amazon.com](#)

[2] G Mann, *Disassembly Required*. 2013, Oakland: AK Press (ISBN 9781849351263). Link at [AK press](#); link at [amazon.com](#)

- Both textbooks will be available in electronic edition through the course library website: <https://guides.osu.edu/geog5700>
- All other reading materials, as well as the course syllabus and occasional announcements, will be available at [www.carmen.osu.edu](http://www.carmen.osu.edu)

## Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen [go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings [go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings)

## Required equipment and software

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested

- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect to Carmen, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## OTHER COURSE POLICIES

### Technology in the classroom

Because many of us are easily distracted by use of cell phones, computers, recording devices, and the like, all such equipment should be turned off and placed out of sight during class. (I will say more about my reasoning at the start of the second class period.)

### Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for

citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

## Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

## Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual

belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

## Instructor feedback and response time

- **Grading and feedback:** you can generally expect feedback and a grade within **7 days**.
- **Email:** I will reply to emails within 24 hours (on days when the university is in session).
- you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

## Discussion and communication guidelines

Please be respectful and thoughtful. We seek a supportive learning community where everyone feels safe and where people can disagree amicably.

## Copyright for instructional materials



The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for educational purposes.

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY AND ACCOMMODATIONS

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

SLDS offers in-person exam proctoring services. Students who are registered with SLDS and whose accommodations include adjustments to exams (e.g.,

additional time) will only be able to schedule an exam in the SLDS database if there is a seat available. **Early scheduling of your exams – within the first two weeks of class – is strongly encouraged.** SLDS will collaborate with you to try to find a space, but it is your responsibility to contact them early in the semester to initiate the process. The scheduling deadline is 1 week in advance. SLDS will allow students to schedule their exams within a 3-day window (class exam day + 2 days after). **Students are expected to schedule their exams as close as possible to the day and time the exam is given in class.** Students are strongly encouraged to take the exam on the same day, and overlapping in time, as the other students.

This online course requires use of Carmen Canvas. If you need additional services to use Carmen, please request accommodations with your instructor. On Canvas accessibility, see [go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility); on Carmen Zoom accessibility: [go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility)

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For policies on Artificial Intelligence and Academic Integrity; Grievances and Solving Problems; Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct see:

<https://ugeducation.osu.edu/academics/standard-syllabus/standard-syllabus-statements>