

Geography of Development

A course in the critical political economy of development

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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 political-economic change.

Course Requirements

Exam 1	20 %
Exam 2 (aka 'the final')	30 %
Research project: mid-term assignment	15 %
Research project: final paper	35 %

This is a lecture-led course. This means that I will combine lectures with in-class discussion of course material. For our discussions to be effective, you must come to class prepared. To participate effectively in classroom discussions, and to do well on exams, you will need to carefully read the assigned texts. (Attendance is required but will not be formally graded.)

Half of your grade is earned by two essay-based, in-class exams (October 10 and December 13). Half of your grade is earned from an original research paper. An abstract and annotated bibliography are due on October 12 and the final paper on December 7. In each case, your assignment is due at the start of class (paper copies, please).

Our course has two assigned textbooks which may be purchased at the bookstore or on-line:

- [1] Eric Sheppard, Phil Porter, David Faust, and Richa Nagar, *A World of Difference* (2009, New York: Guilford Press, ISBN 9781606232620).
- [2] Geoff Mann, *Disassembly Required* (2013, Oakland: AK Press, ISBN 9781849351263).

Additional reading materials will be made available online.

Course plan at a glance

Class	Lecture	Day	Date	Topic	Assigned reading	Assigned reading	Recommended reading
				UNIT ONE: COURSE INTRODUCTION	<i>World of Difference</i> ch.	Articles and other	
1		Weds.	24-Aug	Course outline		syllabus	
2	1	Friday	26-Aug	Development, inequality, and geographical differences—1	1		
3	2	Monday	29-Aug	Development, inequality, and geographical differences—2	2		
4	3	Weds.	31-Aug	Development, inequality, and geographical differences—3	3		
5	4	Friday	2-Sep	Development, inequality, and geographical differences—4	13		
		Monday	5-Sep	no classes: Labor day	14		catch up if you fell behind
6	5	Weds.	7-Sep	On your papers: asking questions, conducting research & making claims		Booth et al.	
				UNIT TWO: FOUNDATIONS OF CRITICAL POLITICAL ECONOMY			
7	6	Friday	9-Sep	Colonialism and development—1	15		
8	7	Monday	12-Sep	Colonialism and development—2	16		
9	8	Weds.	14-Sep	Introduction to critical political economy—1		Mann, <i>Disassembly</i> (pp 1-45)	
10	9	Friday	16-Sep	Introduction to critical political economy—2		Mann, <i>Disassembly</i> (47-76)	
11	10	Monday	19-Sep	Introduction to critical political economy—3		Mann, <i>Disassembly</i> (77-110)	
12	11	Weds.	21-Sep	Development theory—The critical political economy tradition	4 & 5		
13	12	Friday	23-Sep	Development theory—De Janvry's synthesis I		De Janvry (first half)	
14	13	Monday	26-Sep	Development theory—De Janvry's synthesis II		De Janvry (second half)	
15	14	Weds.	28-Sep	Development theory—De Janvry's synthesis III			catch up if you fell behind
16	15	Friday	30-Sep	Political economy of food, agriculture & hunger 1		Sen (ch. 7)	<i>World of D.</i> [6]
17	16	Monday	3-Oct	Political economy of food, agriculture & hunger 2		Magdoff & Tokar pp 9-67	<i>World of D.</i> [10]
18	17	Weds.	5-Oct	Political economy of food, agriculture & hunger 3		TBD	<i>World of D.</i> [12]
19	18	Friday	7-Oct	Political economy of food, agriculture & hunger 4			catch up if you fell behind
20		Monday	10-Oct	Exam 1			
21		Weds.	12-Oct	assignment 1 due			
		Friday	14-Oct	no classes: Fall break			
				UNIT THREE: DEVELOPMENT PRACTICES & PROBLEMS TODAY			
22	19	Monday	17-Oct	Migration and urbanization	19	Davis, Planet of slums	
23	20	Weds.	19-Oct	Decolonization and the developmentalist state: Botswana 1	16	Samatar pp 1-36	
24	21	Friday	21-Oct	Decolonization and the developmentalist state: Botswana 2		Samatar pp 62-104	
25	22	Monday	24-Oct	The developmental state: from Botswana to South Korea	17	Amsden {two short texts}	
26		Weds.	26-Oct	no class: work on your research papers			catch up if you fell behind
27		Friday	28-Oct	no class: work on your research papers			
28		Monday	31-Oct	no class: work on your research papers			
29	23	Weds.	2-Nov	Trade and industrialization in the periphery: South Korea 2		Wade	
30	24	Friday	4-Nov	Trade and industrialization in the periphery: South Korea 3		Glassman & Choi	
31	25	Monday	7-Nov	The Bretton Woods institutions & development strategy—1		Ko et al	
32	26	Weds.	9-Nov	The Bretton Woods institutions & development strategy—2	20	Toussaint & Millet (first half)	
33	27	Friday	11-Nov	The Bretton Woods institutions & development strategy—3	22	Toussaint & Millet (second half)	
34	28	Monday	14-Nov	The Bretton Woods institutions & development strategy—4	23	Wade	
35	29	Weds.	16-Nov	China, global political economy, & development—1		Li (ch 2)	
36	30	Friday	18-Nov	China, global political economy, & development—2		Hui	
37	31	Monday	21-Nov	China, global political economy, & development—3		Li (ch 3)	
		Weds.	23-Nov	no class: Thanksgiving			catch up if you fell behind
		Friday	25-Nov	no class: Thanksgiving			
38	32	Monday	28-Nov	From China to the 'dual' crisis & development		Arrighi	
39	33	Weds.	30-Nov	The 'dual' crisis & development continued		Gowan	
40	34	Friday	2-Dec	The 'dual' crisis & development continued		Davis, Who will build the ark?	<i>World of D.</i> [9, 11]
41	35	Monday	5-Dec	The 'dual' crisis & development continued		Mann (113-197)	
42	36	Weds.	7-Dec	turn in research papers --> review course material	24		
		Tuesday	13-Dec	final exam: in our normal classroom, but 10 - 11:45 AM			

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: foreign aid; gender relations; industrial policy; finance policy; agricultural change; trade policy; the state; NGOs/civil society; migration; climate change; and so forth.

The result of your research will be one paper of 12-15 pages (~3,800 words, formatted as a formal, double-spaced paper, inclusive of cover page and bibliography). As a first step, you should begin reading about 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; 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 October 12 at the start of class). You will turn in (1) a one-page, ~400 word *abstract that elaborates your central argument*, as well as (2) an *annotated bibliography* of 12-20 key sources for 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. Criticism is encouraged.

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*. You should also draw on texts by state and development agencies. Be sure to visit the on-line databases and libraries of the UNDP, UNCTAD, World Bank, IMF, and the WTO.

The final report (due December 7 at the start of class): an original research paper that addresses four elements (which may serve to provide the 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. *Critical 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

Since we are all easily distracted by the use of cell phones, computers, recording devices, and the like, such equipment should be turned off and put away during class.

The mid-term assignment and final papers should be turned in on paper (not via email). They are due at the start of class. If you arrive late for class of the day they are due, and thereby turn in your paper after class, your paper will be treated as one day late. If you wish to turn in work late, either [a] hand it to me in class or [b] have your paper time-stamped in the department of geography front office and place your paper in my department mailbox.

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*.

Late work loses ten percentage points per day, beginning at the point the assignment is due. Saturday and Sunday count. For instance, a paper that is turned in six days late that receives a grade of 90/100 would be scored 30/100.

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 this is the appropriate grade.

Any academic misconduct (plagiarizing, e.g.) will be reported to Ohio State’s Office of Academic Affairs, Committee on Academic Misconduct (COAM). It is the responsibility of COAM to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. (The term “academic misconduct” includes all forms of student academic misconduct wherever committed.) Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>. COAM have prepared a useful statement on academic integrity (see next page). Please read it carefully.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

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!