

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 (March 6 and April 30). Half of your grade is earned from an original research paper. An abstract and annotated bibliography are due on March 22 and the final paper on April 19. 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

#	day	date	topic	assigned reading	assigned reading	assignment	
				<i>World of Difference</i> ch.	articles and other	due	
			UNIT ONE: COURSE INTRODUCTION				
1	Tuesday	9-Jan	Course outline		syllabus		
2	Thursday	11-Jan	Development, inequality, and geographical differences—1	1			
3	Tuesday	16-Jan	Development, inequality, and geographical differences—2	2, 3			
4	Thursday	18-Jan	Development, inequality, and geographical differences—3	13, 14			
			UNIT TWO: FOUNDATIONS OF CRITICAL POLITICAL ECONOMY				
5	Tuesday	23-Jan	Colonialism and development—1	15			
6	Thursday	25-Jan	Colonialism and development—2	16			
7	Tuesday	30-Jan	Introduction to critical political economy—1		Mann, <i>Disassembly</i> (pp 1-45)		
8	Thursday	1-Feb	On your papers: conducting research & making claims		Booth et al.		
9	Tuesday	6-Feb	Introduction to critical political economy—2		Mann, <i>Disassembly</i> (47-76)		
10	Thursday	8-Feb	Introduction to critical political economy—3		Mann, <i>Disassembly</i> (77-110)		
11	Tuesday	13-Feb	Development theory—The critical political economy tradition	4 & 5			
12	Thursday	15-Feb	Development theory—De Janvry's synthesis 1		De Janvry (first half)		
13	Tuesday	20-Feb	Development theory—De Janvry's synthesis 2		De Janvry (second half)		
14	Thursday	22-Feb	Development theory—from De Janvry to agrarian change 1		TBD		
15	Tuesday	27-Feb	Political economy of food, agriculture & hunger 2		Sen (ch. 7)		
16	Thursday	1-Mar	Political economy of food, agriculture & hunger 3		Magdoff & Tokar pp 9-67		
17	Tuesday	6-Mar	Exam 1				
18	Thursday	8-Mar	Urbanization	19	Davis, 'Planet of slums'		
	Tuesday		Spring break				
	Thursday		Spring break				
	Tuesday	20-Mar	<i>Life and Debt</i> , finance, and the debt trap	22, 23			
			UNIT THREE: DEVELOPMENT PRACTICES & PROBLEMS TODAY				
20	Thursday	22-Mar	Decolonization and the developmentalist state: Botswana 1		Samatar pp 1-36	***	
21	Tuesday	27-Mar	Decolonization and the developmentalist state: Botswana 2		Samatar pp 62-104		
22	Thursday	29-Mar	Trade and industrialization in the periphery: South Korea 1	17	Wade		
23	Tuesday	3-Apr	Trade and industrialization in the periphery: South Korea 2	20	Glassman & Choi		
24	Thursday	5-Apr	China, global political economy, & development 1		Arrighi		
25	Tuesday	10-Apr	China, global political economy, & development 2		Li		
26	Thursday	12-Apr	no class: Wainwright conference; work on your research papers & catch up on your readings				
27	Tuesday	17-Apr	The triple crisis & development 1		Davis, Who will build the ark?		
28	Thursday	19-Apr	The triple crisis & development 2	24	Mann (113-197)	***	
	Monday	30-Apr	final exam: 10:00 -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 12-14 pages (~3,500 words, formatted as a formal, double-spaced paper, with bibliography; cover page not necessary). 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. I recommend that you take advantage of our course library site: <http://guides.osu.edu/geog5700>

The mid-term assignment (due March 22 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 April 19 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?

Notes

No background in Geography is expected or required in order to enroll in this course.

Because many of us are easily distracted by student use of cell phones, computers, recording devices, and the like, such equipment must be turned off and placed out of sight during class.

The course syllabus, announcements, readings, notes, and other useful resources will be available at www.carmen.osu.edu. Log in using your OSU Internet. Be sure to also make use of our library site: <http://guides.osu.edu/geog5700>.

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 options for the course are A, A-, B+, B, B-, C+, C, C-, D+, D, E. An 'I', or Incomplete, will only be given under special circumstances where the instructor has made a concrete arrangement with the student before the last week of the semester. If you wish to request an 'I', please write me with an explanation of [a] why an Incomplete is an appropriate grade and [b] when you will complete the course.

Late work loses ten percentage points per day (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. Your paper 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 lecture, your paper will be treated as one day late. If you wish to turn in work late, either [a] hand it to the professor or TA or [b] have your paper time-stamped in the Geography department front office and place your paper in my department mailbox.

Students with disabilities

Ohio State strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are encouraged to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Ave.

Academic misconduct

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.

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!