

Geography of Development

A course in the critical political economy of development

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Office hours: After class + by appointment

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

Course Requirements

Exam 1	30 %
Exam 2	30 %
Exam 3 (aka 'the final')	40 %

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.)

Our course has two assigned textbooks:

[1] Eric Sheppard, Phil Porter, David Faust, and Richa Nagar, *A World of Difference* Second edition (scarlet cover). 2009. New York: Guilford Press (ISBN 9781606232620). Link at [Guilford press](#); link at [amazon.com](#)

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

All other reading materials, as well as the course syllabus and occasional announcements, will be available at www.carmen.osu.edu.

Course plan

#	day	date	topic	assigned reading	assigned reading
				<i>World of Difference</i> ch.	articles and other
			Unit 1: Course introduction		
1	Monday	6-Jan	Course introduction and outline		syllabus
2	Wednesday	8-Jan	Development, inequality, and geographical differences—1	1	
3	Monday	13-Jan	Development, inequality, and geographical differences—2	2, 3	
4	Wednesday	15-Jan	Development, inequality, and geographical differences—3	13, 14	
	Monday	20-Jan	no classes: M L King day		
			Unit 2: Foundations of critical political economy		
5	Wednesday	22-Jan	Colonialism and development—1	15	
6	Monday	27-Jan	Colonialism and development—2	16	
7	Wednesday	29-Jan	career services workshop [optional]		Mann, <i>Disassembly</i> (pp 1-45)
8	Monday	3-Feb	Introduction to critical political economy—1 [guest: G. Bervejillo]		Mann, <i>Disassembly</i> (47-76)
9	Wednesday	5-Feb	Introduction to critical political economy—2		Mann, <i>Disassembly</i> (77-110)
10	Monday	10-Feb	Exam 1		
11	Wednesday	12-Feb	Introduction to critical political economy—3	4 & 5	
12	Monday	17-Feb	Development theory—De Janvry's synthesis 1		De Janvry (first half)
13	Wednesday	19-Feb	Development theory—De Janvry's synthesis 2		De Janvry (second half)
14	Monday	24-Feb	Political economy of food, agriculture & hunger 1		Sen (ch. 7)
15	Wednesday	26-Feb	Political economy of food, agriculture & hunger 2		Magdoff & Tokar pp 9-67
16	Monday	2-Mar	Political economy of food, agriculture & hunger 3	10 or 11	
17	Wednesday	4-Mar	<i>Life and Debt</i> , finance, and the debt trap	22, 23	
			Spring break, March 9-13		
18	Monday	16-Mar	Exam 2		
			Unit 3: Development practices and problems today		
19	Wednesday	18-Mar	Decolonization & the developmentalist state: Botswana 1		Samatar pp 1-36
20	Monday	23-Mar	Decolonization & the developmentalist state: Botswana 2		Samatar pp 62-104
21	Wednesday	25-Mar	Decolonization & the developmentalist state: Belize [guest: J. Ferrell]		TBD
22	Monday	30-Mar	Trade and industrialization in the periphery: South Korea 1	17	Glassman A
23	Wednesday	1-Apr	Trade and industrialization in the periphery: South Korea 2		Glassman B
24	Monday	6-Apr	China, global political economy, & development 1		Arrighi
25	Wednesday	8-Apr	China, global political economy, & development 2		Li
26	Monday	13-Apr	The triple crisis & development 1		Davis
27	Wednesday	15-Apr	The triple crisis & development 2		Mann (113-197)
28	Monday	20-Apr	Last day: recapitulation.	24	

Notes

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

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 should be made before the exam.

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 we have made a clear arrangement before the last week of the semester. If you wish to request an 'I', please email me to explain [a] why an Incomplete is an appropriate grade and [b] when you will complete the course.

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 or 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. Please 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!