

**Western University**  
**Department of Geography**  
**GEOGRAPHY 3442F: Geographies of Development**

**Fall 2013**

**Instructor:** Prof. Belinda Dodson  
**Office:** Room 2413, Social Sciences Building  
**Office hours:** Tuesday 2.30-3.30 (or by appointment)  
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**TA:** TBA

**Class times:**

Lecture: Tuesday 12.30-2.30 pm  
Tutorials: Wednesday 9.30-10.30 am

**Venue:** Social Science 2333 (Lecture and Tutorial)

**Prerequisites\*:** Two full courses (or equivalent) in Geography  
Third or fourth year status at the University



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\* Unless you have either the prerequisites for this course or special permission to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## **Course Description:**

This course applies geographical concepts and analysis to an understanding of contemporary issues in international development. The course begins by outlining competing understandings of development and related representations of the “developing world”. Development is considered in its economic, political and social dimensions, and across linked scales from the local to the global. Theories and concepts are examined through case studies of specific places and their interconnections. Particular attention is paid to people’s everyday lives, locating these within broader national, regional and international processes and contexts. Development strategies and interventions are examined in terms of the agents involved, including multilateral institutions, states, markets, non-governmental organizations and “people themselves”. The course concludes by examining possible futures for development in both theory and practice, as emerging new economic and political powers make the old division into North and South increasingly obsolete.

## **Course Objectives**

- To develop an understanding of competing viewpoints on international development and poverty reduction
- To foster critical insight into social, economic and political issues affecting the global South
- To expose students to a range of case study material from a variety of geographical contexts
- To demonstrate the utility of geographical analysis in understanding patterns of uneven development across scales from the local to the global

## **Learning Outcomes**

On completion of this course, you should be able to:

- Understand the main theoretical approaches to development and use them to analyze development processes, interventions and outcomes
- Using a geographical perspective, draw explanatory connections between social, economic and political processes operating at various scales
- Demonstrate informed and critical awareness of the challenges and constraints facing people in the global South

## Weekly Topics

Lecture	Date	Tutorial	Date
Introduction and Overview	Sept 10	Development in the News	Sept 11
Defining and Measuring Development	Sept 17	Measuring Development	Sept 18
Political Dimensions of Development I: Geopolitics and Global Institutions	Sept 24	Library Research Tutorial (to be confirmed)	Sept 25
Political Dimensions of Development II: Power and Resistance	Oct 1	MDGs and the Post-2015 Agenda at the UN	Oct 2
Economic Dimensions of Development I: Global Networks and Flows	Oct 8	Writing Skills Tutorial (to be confirmed)	Oct 9
Economic Dimensions of Development II: Local Livelihoods	Oct 15	Essay brainstorming and FAQ session	Oct 16
Social and Cultural Dimensions of Development I: Globalization?	Oct 22	Film: Life and Debt (or similar)	Oct 23
Social and Cultural Dimensions of Development II: Ways of Living	Oct 29	Film: Life and Debt (continued)	Oct 30
State-Led Development	Nov 5	Governance Indicators	Nov 6
Market-Led Development	Nov 12	Class Debate about Fair Trade	Nov 13
“People Themselves” as Agents of Development	Nov 19	Microcredit Discussion	Nov 20
Development Futures	Nov 26	“Dead Aid” Debate	Nov 27
Review Session	Dec 3	Additional Review Session (if required)	Dec 4

Tutorials are designed to complement the lecture material. Their form will vary from week to week and will include group discussion and debate, quantitative analysis, library and writing-based exercises, and viewing film material. Some involve advance preparation (e.g. reading or online research), for which specific instructions will be provided in class. **Tutorials form an integral part of the course and their content is examinable.**

## Compulsory Reading

There is a **prescribed textbook** for this course, available from the UWO bookstore. Ideally you should purchase your own copy. There is also a copy on reserve in the Weldon Library.

The bibliographic details are:

Williams, Glyn, Meth, Paula and Willis, Katie (2009). *Geographies of Developing Areas: The Global South in a Changing World*. London and New York: Routledge.

Additional readings, for example relevant newspaper articles, journal articles or websites, may be recommended during the course. You are also encouraged to read independently in online and print sources covering international development issues (see Additional Resources below).

## Weekly Readings

All listed readings are from the prescribed textbook. You are expected to have read the prescribed chapter(s) in advance as preparation for class each week.

Reading details	To be read by:
Ch 1: Introduction AND Ch 2: Representing the South	Sept 17
Ch 3: The South in a changing world order	Sept 24
Ch 6: Political lives	Oct 1
Ch 4: The South in a globalizing economy	Oct 8
Ch 7: Making a living	Oct 15
Ch 5: Social and cultural change in the South	Oct 22
Ch 8: Ways of living	Oct 29
Ch 9: Governing development	Nov 5
Ch 10: Market-led development	Nov 12
Ch 11: Grassroots development	Nov 19
Ch 12: Conclusion	Nov 26

## Additional Resources

**Journals:** A number of international development journals are subscribed to by the Weldon Library, accessible as online resources via the library catalogue. The use of journal sources will be essential for your essay assignment (see separate handout). Among the most relevant journals are the following:

*New Internationalist*  
*Third World Quarterly*  
*Development and Change*  
*Journal of Development Studies*  
*Journal of International Development*  
*World Development*

**Books:** There is a large academic and popular literature on global development and poverty. One of the assignments for this course requires you to choose a “non-academic” book-form publication (e.g. novel, autobiography, travel writing) to review. See detailed instructions in the Assignment handout.

**Development Organizations’ Websites:** Take a look at the websites of the major international development institutions (e.g. [www.undp.org](http://www.undp.org)) and national government agencies for international development (e.g. [www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/home](http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/home), [www.dfid.gov.uk](http://www.dfid.gov.uk)), as well as those of the numerous international development NGOs (e.g. [www.oxfam.ca](http://www.oxfam.ca)) and activist organizations (e.g. [www.sdinet.org](http://www.sdinet.org), [www.avaaz.org](http://www.avaaz.org)). Further suggestions related to specific weekly topics will be provided in class.

**Databases:** In addition to conventional electronic databases for finding scholarly literature (e.g. Geobase, available through the Western Libraries website), the following site is particularly recommended for accessing development-related publications, especially for essay research purposes:

ELDIS: [www.eldis.org](http://www.eldis.org)

**News media:** Documentaries and news broadcasts on television, radio and online streaming or podcasts are also good sources of current information on international development. For example, on [www.bbc.co.uk](http://www.bbc.co.uk), go to “Explore the BBC” (at the bottom) and then click on a particular region (e.g. Africa). In addition, you are encouraged to keep an eye out for articles on topical development issues in newspapers (e.g. the *Globe and Mail*) and magazines such as *Time*, *Newsweek*, *Macleans* etc. Looking at online newspapers from developing countries (e.g. *Times of India*, *South Africa’s Mail and Guardian*) and TV channels and websites such as Al Jazeera can offer a balance to more Northern perspectives.

**Social media:** Blogs, facebook, Twitter and other social media contain an abundance of information on international development, not all of it reliable but still a valuable source of unfiltered opinion and immediate firsthand experience. Many of the abovementioned organizations and publications are on facebook or Twitter. Some of my own current favourites are Africa is a Country ([www.africasacountry.com](http://www.africasacountry.com); also on facebook) and the Guardian’s “Poverty Matters” blog ([www.guardian.co.uk/global-development/poverty-matters](http://www.guardian.co.uk/global-development/poverty-matters)). Do some exploring and find your own top picks – and share them with others in the class.

## Evaluation, Assignments and Exam

Evaluation of your performance in the course will be based on the following components:

Essay: 25%	Due date:	Oct 23 <sup>rd</sup>
Book review: 15%	Due date:	Nov 27 <sup>th</sup>
Learning Journal: 20%	Due date:	Dec 3 <sup>rd</sup> (but to be compiled weekly)
Final exam: 40%	Date:	TBA

Detailed assignment instructions are provided on a separate document. All assignments must be handed in at the beginning of class on the due date.

There is no mid-term exam, and the final exam will be held during the official University examination period. This will be a 3-hour exam and will be based on essay-type questions.

## Writing

This is an essay course, with a significant written component. You are encouraged to use the services of the Writing Centre. You may also find it helpful to use one of the many style guides that are available e.g. *Making Sense in Geography and Environmental Studies: A student's guide to research, writing, and style* by Margot Northey & David B. Knight.

Note that for essays and other written work, you are expected to follow the APA system of referencing. See:

[www.lib.uwo.ca/files/styleguides/APA.pdf](http://www.lib.uwo.ca/files/styleguides/APA.pdf)

## Scholastic Offences and Plagiarism

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Failure to do so constitutes plagiarism, which is a scholastic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

## Late Work

Deadlines apply to each assignment and these will be strictly enforced. Late submissions will be penalized at a rate of 5% per day, and a grade of 0% will be recorded if work is submitted more than a week late. If you have genuine extenuating circumstances and cannot submit an assignment on time, please consult the instructor in the first instance to request an extension, and if necessary provide documentation to the Academic Counselling Office. See <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp>.

## **Medical Accommodation**

You may be unable to complete an assignment or other course requirement owing to medical reasons. Students seeking accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth more than 10% of their final grade must apply to the Academic Counselling Office of their home Faculty and provide documentation. Accommodation cannot be provided by the instructor or department.

For UWO Policy on Accommodation for Medical Illness and a downloadable Student Medical Certificate see:

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf)

## **Mental Health Website**

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

## **Western's Commitment to Accessibility**

The University of Western Ontario is committed to achieving barrier free accessibility for persons studying, visiting and working at Western.

Please contact the course instructor if you require material in an alternative format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at [ssd@uwo.ca](mailto:ssd@uwo.ca) or (519) 661-2147 for any specific question regarding an accommodation. See [www.sdc.uwo.ca/ssd/](http://www.sdc.uwo.ca/ssd/) for more information.

## **Support Services**

A number of support and information services are available on campus or online. These include:

Office of the Registrar ([www.registrar.uwo.ca](http://www.registrar.uwo.ca))

Social Science Academic Counselling (<http://counselling.ssc.uwo.ca/>)

Student Development Centre ([www.sdc.uwo.ca](http://www.sdc.uwo.ca) – includes Writing Centre, Services for Students with Disabilities etc.)

Student Success Centre ([www.success.uwo.ca](http://www.success.uwo.ca) – includes Career Services)

Social Science Career Services ([www.ssc.uwo.ca/careers/](http://www.ssc.uwo.ca/careers/))

Program-Specific Library Assistance ([www.lib.uwo.ca/programs/humangeography/](http://www.lib.uwo.ca/programs/humangeography/))

University Ombudsperson ([www.uwo.ca/ombuds/](http://www.uwo.ca/ombuds/))

## **Statement on Use of Electronic Devices**

No electronic devices will be allowed during tests and examinations. Electronic devices may be used in class for relevant educational purpose only.

## **Expectations**

Students are expected to take responsibility for their own learning by attending, preparing for and participating in each week's class meetings. Lectures and tutorials will incorporate discussion, brainstorming and other small-group exercises, so come to class prepared to take part.

To maintain a constructive learning environment, students are expected to be considerate towards their classmates and instructors by not engaging in distracting or disruptive behavior and by being respectful of the views of others.