

Geographies of Development

GEOG 3442F



Fall 2014

Course Instructor: Dr. Karen Ross

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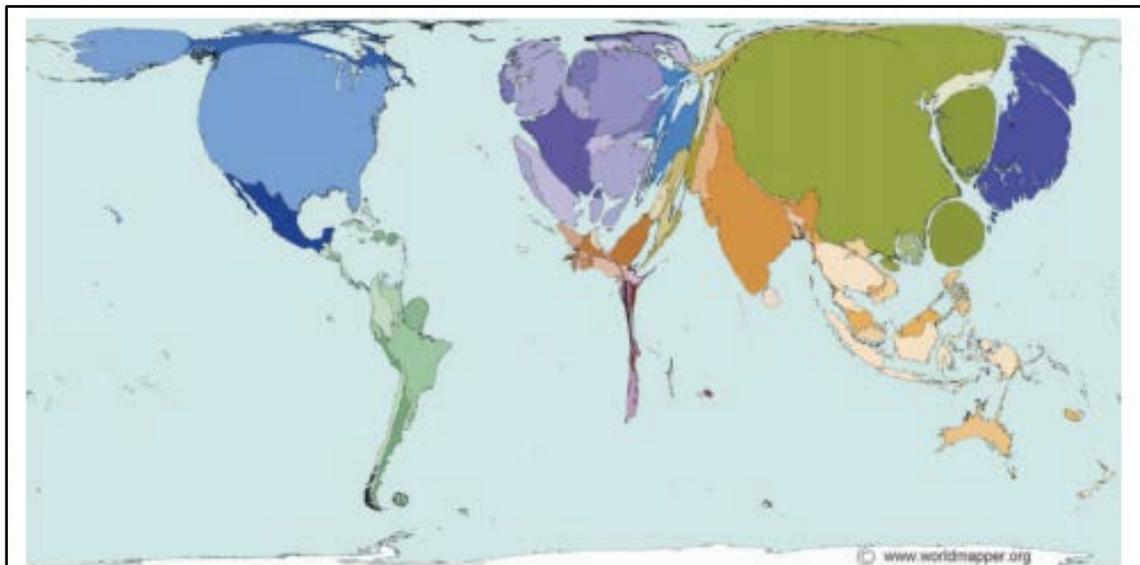


Figure 2 The projected structure of the world economy in 2015, with country size adjusted in line with projected gross domestic products. Used in *The Economist* (2010). © Copyright SASI Group (University of Sheffield) and Mark Newman (University of Michigan). (Color figure available online.)

Lecture: Tuesdays, 12:30-2:30pm, SSC 1059

Tutorial: Wednesdays, 9:30-10:30am, SSC 1059

Office Hour: Tuesdays, 3-4pm, SSC 2223

Course Description

This course will critically assess common explanations for poverty and underdevelopment, and the ways that “development” is both conceived and practiced. It will use a world historical perspective to unpack how the process of global development has been long and uneven, driven primarily by the international distribution of resources and the ongoing struggles to secure control over them. By shedding light on how global inequalities are fundamentally rooted in long histories and relations of power, you will develop an understanding of how the world became divided into places like the “Third World” and the “Global South”, and how the contemporary project of development—that is, one of planned interventions designed to “level out” global differences—has consequently expanded. We will explore the diverse actors involved in this pursuit, and the various opportunities these interventions have created for livelihoods around the world. But, as global inequality continues to grow especially since the 1980s, we will question the overall success of the project of development and reveal what some critical scholars would call its fundamental flaw: its existence within free-market capitalism, a near universal political economic system that is only serving to at best, reconfigure, and at worst, exacerbate, inequalities across the globe. We will conclude the course with a hopeful perspective, exploring various pursuits for social change, and thinking about our own responsibilities to a more just and equal world for all our relations. Our discussions will always be multidimensional, linking: theoretical foundations with rich, empirical case studies; economic and political dimensions with social and environmental interactions; various ‘levels’ of development actors from the state to the market to civil society; and local and global scales.

Course Objectives

- 🌀 To understand competing perspectives on international development and poverty reduction, and to foster a heightened awareness of the complexity of underdevelopment
- 🌀 To build a greater understanding of the political economic roots of inequality, and the interdependence between the Global North and the Global South
- 🌀 To improve and broaden your critical insight into the social, economic, environmental and political interactions that are affected by development and that affect development
- 🌀 To enrich your understandings of the Global South through case studies

Learning Outcomes

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

Course Outline

The course is divided into 4 main parts, as outlined below. Although I think the sequence helps to organize the course, there will be a lot of overlap between sections as you integrate ideas from one to build on concepts for the next.

Part 1: The Process of Development: History of Global Inequalities

Part 2: The Development Project, and its Problems

Part 3: Actors and Complexities of Development

Part 4: Imagining a Different World

The readings for this course are listed below, and organized by week. All readings are included in the custom course pack, save one in week 7 which can be found online (link included).

Part 1: The Process of Development: History of Global Inequalities

1. Contested conceptions of “development”: who does it, and who needs it?

Dodds, K. 2008. 1.1 The Third World, developing countries, the South, poor countries, In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 3-8.

Hettne, B. 2008. 1.2 Current trends and future options in development studies, In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 8-12.

Potter, R. 2008. 2.1 Theories, strategies and ideologies of development, In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 67-70

Potter, R., Binns, T., Elliott, J., and D. Smith. 2004. Questioning development. Toronto: Pearson, p. 3-48.

2. The colonial experience shapes contemporary geographies

Potter, R., Binns, T., Elliott, J., and D. Smith. 2004. Understanding Colonialism, *Geographies of Development*, Toronto: Pearson, p. 49-79.

3. **Nation-building and the Post-War Period: A new development project**

McMichael, P. 2012. The Development Project (Late 1940s to early 1970s) (selected pages), *Development and Social Change: A Global Perspective, Fifth Edition*. p. 43-76

4. **Neoliberal IPE and Corporate Control: Freedom to choose?**

Stiglitz, J.E. 2003. The Promise of Global Institutions, *Globalization and its Discontents*. Norton: New York, p. 3-22.

Harvey, D. 2005. Freedom's just another word, *A Brief History of Neoliberalism*. New York: Oxford, p. 5-31.

Part 2: The Development Project, and its Problems

5. **Measuring Development**

White, H. 2008. The measurement of poverty. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 25-29.

Rigg, J. 2008. The Millennium Development Goals. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 30-36.

Thirlwall, A.P. 2008. Development and economic growth. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 37-39.

Elliott, J.A. 2008. Development and social welfare/human rights. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 40-44.

6. **Problematizing Development**

Williams, G, Meth, P., and Willis, K. 2009. The South in a Globalizing Economy, *Geographies of Developing Areas: The Global South in a Changing World*. New York: Routledge, p. 103-140.

Sapsford, D. 2008. Smith, Ricardo and the world marketplace, 1776-2007: Back to the future? In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 75-80.

Binns, T. 2008. Dualistic and unilinear concepts of development. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 81-85.

Simon, D. 2008. Neoliberalism, structural adjustment and poverty reduction strategies. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 86-91.

Conway, D. and Heynen, N. 2008. Dependency theories: from ECLA to Andre Gunder Frank and beyond, In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 92-95.

Klak, T. 2008. World-systems theory: Cores, peripheries and semi-peripheries. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 101-106.

7. The Crisis of Development

Selwyn, B. 2014. The Global Development Crisis, *The Global Development Crisis*. UK: Polity Press, p. 1-28

Klein, Naomi. 2014. <http://www.naomiklein.org/articles/2014/04/change-within-obstacles-we-face-are-not-just-external>

Part 3: Actors and Complexities of Development

8. A Balancing Act? Development and Conservation

Bezner Kerr, R. 2010. The land is changing: Contested agricultural narratives in Northern Malawi. In: *Contesting Development: Critical Struggles for Social Change*. (Ed.) P. McMichael, New York: Routledge, p. 98-115.

Pretty, J. 2007. Reality Cheques. *Agri-Culture: Reconnecting people, land and nature*, USA: Earthscan, p. 52-77.

9. Gender, race, ethnicity, rural – urban divides, and migration

McMichael, P. 2010. Changing the subject of development. In: *Contesting Development: Critical Struggles for Social Change*. (Ed.) P. McMichael, New York: Routledge, p. 1-

14.

Da Costa, A. E. 2010. Decolonizing knowledge: Education, inclusion, and the Afro-Brazilian anti-racist struggle. In: *Contesting Development: Critical Struggles for Social Change*. (Ed.) P. McMichael, New York: Routledge, p. 199-214.

10. Stakeholders in Development: NGOs and the State

Petras, J. 1999. NGOs: In the service of imperialism, *Journal of Contemporary Asia*, 29(4): 429.

Part 4: Imagining a Different World

11. In Pursuit of Social Justice: Civil Society

Briggs, J. 2008. Indigenous knowledge and development. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 107-110.

Parnwell, M.J. 2008. Agropolitan and bottom-up development. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 111-114.

Desai, V.. 2008. Community participation in development. In: *The Companion to Development Studies, 2nd Edition*. (Eds.) V. Desai and R. Potter. UK: Hodder Education, p. 115-118.

12. Cultivating community

Klein, N. 2002. Windows to Democracy, *Fences and Windows: Dispatches from the Front Lines of the Globalization Debate*. Canada: Vintage, p. 193-233.

Evaluation

Proposal.....	10%.....	Due October 8
Essay	25%.....	Due November 5
Summative.....	30%.....	Due December 3
Final Exam	35%.....	TBA

Detailed assignment instructions will be provided in class. There is a significant writing component to this course in order to meet the mandates of an essay course. There is no midterm.

The final exam will be 3 hours in length, and will be held during the University's official exam period.

Expectations

Students are expected to take responsibility for their own learning by attending and participating in each week's lectures and tutorials. Tutorials will take various forms each week, including discussion, role-playing, videos, and small group learning activities.

Please come to class meetings prepared by completing the assigned readings.

In order to maintain a constructive learning environment, I expect that you'll be considerate towards your other classmates, by being respectful of all views and experiences, and by not engaging in disruptive or distracting behaviour.

Scholastic Offences and Plagiarism

Scholastic offences are taken seriously. Please read about what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All work must be your own, including both ideas and wording. When you take an idea or passage from another author, you must acknowledge this by using quotation marks where appropriate and by always using proper referencing through citations and reference list. Failure to do so is plagiarism, which is a scholastic offence.

All assignments and papers may be subject to review through commercial plagiarism software such as Turnitin.com.

Late Work

Deadlines 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 extenuating circumstances and cannot submit an assignment on time, please consult with me in the first instance to request an extension. You may need to provide documentation to the Academic Counselling Office.

Please see <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp>

Medical Accommodation

You may be unable to complete an assignment or other course requirements 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, please see:

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 at <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 or (519) 661-2147 for any specific question regarding an accommodation. See 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)

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

Student Development Centre (www.sdc.uwo.ca—includes Writing Centre, Services for Students with Disabilities etc.)

Student Success Centre (www.success.uwo.ca—includes Career Services)

Social Science Career Services (www.ssc.uwo.ca/careers/)

Program-Specific

Library Assistance (www.lib.uwo.ca/programs/humangeography/)

University Ombudsperson (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.