

Geography 642  
Spring 2006

Monday & Wednesday, 10:30-12:13

## Geography of Development

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Office hours: Monday 2-3:30 PM and by appointment

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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 environmental change. Special attention will be given to rural development in the Third World.

I aim to run the course as a seminar, combining concise lectures with discussions. For our class discussions to be effective, you must come to class prepared. You must read all of the material for the class carefully and bring questions on the readings with you to each class.

### Course requirements

Attendance and participation	20 %
Exams (2), 20% each	40 %
Research project—mid-term assignment	15 %
Research project—final paper	25 %

Attendance and participation are required and will be graded. Participation is principally measured by the quality of your contributions to classroom discussions. (If you cannot attend class because of illness, you must bring a signed note from a doctor excusing you from class.)

You will take two in-class exams (April 26 and May 31) comprised mainly of short answers to essay questions. Finally, 40% of your grade results from your work on a research project (details below).

### Course materials

The course has one assigned book: Phil Porter and Eric Sheppard's *A World of Difference* (1998, New York: Guilford Press). This text is available at the University bookstore and elsewhere. Other reading materials will be made available via Carmen.

### The Course Plan at a Glance (subject to change)

<i>Date</i>	<i>Class topic</i>	<i>Assigned readings</i> <i>(‘Chapter’ refers to Porter &amp; Sheppard)</i>
March 27 (M)	Course introduction	
March 29 (W)	Development, inequality, and geographical differences	Chapters 1 and 4
April 3 (M)	Colonialism and development	Chapters 14 and 15
April 5 (W)	Views from the core: development as modernization	Chapters 5 and 16
April 10 (M)	Views from the periphery: uneven / unequal development	Chapter 6; S. Amin, TBA
April 12 (W)	The invention of development and its objects	M. Cowen & R. Shenton, p. 27-43; T. Mitchell, p. 209-243
April 17 (M)	Agriculture, hunger, and rural development—1: theory	A. de Janvry, p. 1-4, 7-40, and 50-60
April 19 (W)	Agriculture, hunger, and rural development—2: present realities	Chapter 10 (read quickly); D. de La Torre Ugarte, p. 1-15; F. Mousseau, p. 1-41
April 24 (M)	Migration and urbanization	Chapter 19; M. Davis, 5-34
April 26 (W)	<b>EXAM ONE</b>	--
May 1 (M)	Trade and industrialization in the periphery	Chapters 17 and 18 <b>Project abstract &amp; bibliography due</b>
May 3 (W)	Debt and structural adjustment	Chapters 22 and 23
May 8 (M)	The World Bank (and Poverty Reduction Strategy Papers)	B. Ghazi, 18-37; WB & IMF ‘founding texts’ (4 pp.); P. Carmody, p. 1-37
May 10 (W)	The International Monetary Fund (East Asia and Argentina)	B. Ghazi, 1-17; J. Stiglitz, 89-132; Y. Akyuz, 1-57
May 15 (M)	The World Trade Organization (and agricultural livelihoods)	F. Jawara and A. Kwa, p. 1-24; B. Lal Das, p. 19-28, 35-107
May 17 (W)	<i>Film</i> : ‘Life and Debt’	TBA
May 22 (M)	<i>Guest lecture</i> : Mat Coleman	TBA
May 24 (W)	Toward a different world	Chapter 25, S. Amin, p. 93-107; A. Escobar, p. 211-227
May 29 (M)	Memorial Day: no classes	--
May 31 (W)	<b>EXAM TWO</b>	--

## The Research Project

You will work in groups of two or three on a research project (graduate students will work independently). Each project must focus 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 for a particular country: foreign aid; gender and development; industrialization; rural agricultural development; trade policy; the state; NGOs/civil society; migration and remittances; etc.

It is expected that each group member will contribute a fair share to each stage in the process—formulating arguments, writing, and editing. The principal sources of information should be peer-reviewed academic journals, but you should also draw from and texts by governments and development organizations. As a starting point, see the peerless on-line databases and libraries of the UNDP, UNCTAD, World Bank, IMF, and the WTO.

The final result of your research will be one paper of 20-30 pages. As a first step toward this goal, you should begin reading, meeting with your group, and discussing your topic by the end of the second week of the quarter. 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; the 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 FIRST ASSIGNMENT** (due May 1). On May 1 your group will turn in one copy of a 5-600 word abstract of your argument and an annotated bibliography with 15-25 key sources on your research. The annotated bibliography should include for each text: (1) the full citation; (2) a two or three-sentence summary of the text; (3) a concise statement of the usefulness of the text for your research. It may also include critical comments.

**THE FINAL REPORT** (due *June 1 at 9 AM*, in lieu of a final exam) is a research paper that must address the following four elements (which may serve you as a 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. *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, etc.**

Late work will lose four percentage points per day. Exams cannot be taken late or made up unless you have made an arrangement with me *before* the exam (in emergencies only, up to my discretion).

Any academic misconduct, such as plagiarizing, will be reported to the committee on academic misconduct.

Accommodation will be made for any student with special needs based on the impact of a disability. Please contact the instructor and also the Office for Disability Services at 292-3307, 150 Pomerene Hall.

Grading options for the course are A,A-,B+,B,B-,C+,C-,D+,D, E.

Graduate students in this course should meet with me soon to discuss their status and expectations.