Course Description and Objectives
This course introduces students to the geographic study of development around the world, with a particular emphasis on the Global South. The geographic approach emphasizes: the highly uneven nature of development; processes that link and differentiate various areas of the world; connections between development and the natural resource base; and the power relations inherent in development discourse. The course has two main sections: 1) an introduction to development theory and an investigation of various development themes; and 2) an exploration of what works and what doesn’t in development practice. While much of the development literature has focused on failure, a specific aim of this course will be to uncover and interrogate success stories. The course also seeks to build a bridge between academics and practitioners in the international development sphere by focusing on the ‘conversations,’ that go on within and between these communities.

Format
The class will meet twice a week on Tuesdays and Thursdays. The class will be conducted with both lectures and in-class discussions. Students are expected to have done all assigned reading before coming to class, and be prepared to discuss it. In addition to normal classroom banter, we will have several designated discussion days during the term (see schedule).

This is your class, and I want to know how it's going. Please let me know if you would like to see changes, from lecture topics to grading. You are welcome to speak with me after class or to visit me in my office. The surest way to contact me is to send me e-mail (moseley@macalester.edu), which normally will be responded to promptly during normal business hours.

Disabilities
If you have a documented disability, or any other problem you think may affect your ability to perform well in this class, please see me early in the semester so that arrangements may be made to accommodate you.

Health and Wellness
You are encouraged to make your health and well-being a priority throughout this semester and during your career at Macalester. Taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being

1 This course satisfies the general education requirements in internationalism and argumentative writing, as well as the distribution requirement in the social sciences. The class counts towards the geography major & the international development concentration.
carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need some air. Please do what is necessary so long as it does not impede your or others’ ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don’t hesitate to contact me and/or find support from Health & Wellness Center. I have included contact information for health and wellness resources on the course moodle page.

Academic Misconduct
Plagiarism and cheating are both academic crimes. Never (1) turn in an assignment that you did not write yourself, (2) turn in an assignment for this class that you previously turned in for another class, or (3) cheat on an exam. If you do so, it may result in a failing grade for the class, and possibly even suspension from the college. Please see me if you have any questions about what constitutes plagiarism. Anyone caught cheating on an exam will be reported to the provost in line with recognized college procedures.

Text

Several readings on reserve via moodle (see reading list below).

Handouts will be distributed from time to time in class. The instructor is not responsible for providing handouts for students who are absent from class.

Assignments/Exams
Reading: Reading assignments related to course lectures are listed on the outline of topics that follows. Information from the textbook supplements lecture and forms the basis of a two-way class dialog. Readings for discussion days are listed separately below.

Participation and Discussion days (15%): The course will be oriented towards discussion for roughly 40% of class time (see schedule). The majority of class participation points will be derived from your comments in discussion. A few participation points will also be derived from my assessment of your participation in the lecture sessions (based on cogency of comments, questions, and answers to questions). Participation points are relatively easy to obtain if you keep up with the reading and speak up during discussion. Please see me if you have difficulty speaking in class. Student discussion leaders will be assigned to facilitate these sessions and each student will lead at least two discussions.

In my opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes
sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, I want you to approach discussion as an ongoing scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge. After the first discussion day, student discussion leaders will be assigned to facilitate our scholarly debates.

Discussion Leadership (4% of grade)
Each of you will be assigned to lead three discussions with another classmate. Discussion leaders do not behave like regular discussion participants. It is their job to: 1) facilitate the discussion; 2) make sure that everyone participates; 3) ensure that we cover all the readings; 4) guide us in assessing the strengths and weaknesses of the arguments in the readings; and 5) help us draw connections between the different readings. Working together, discussion leaders are to develop a list of discussion questions that they circulate to the class on the email list (geog-363-01@lists.macalester.edu) by 10pm the night before their discussion. I am happy to meet with discussion leaders in advance of class if they need help in processing the readings.

Writing Assignments
The course has three writing assignments with different weights.

Assignment #1: Development and Social Media (9%)
Social media refers to interaction among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. Examples of social media include microblogging (e.g., Twitter), social networking (e.g., Facebook, LinkedIn) and various blog platforms (e.g., WordPress). For this assignment, I want you to follow three twitter feeds for three weeks (from Jan 28 to Feb 18). The three different twitter feeds must include the following: 1) an academic development geographer, 2) a development practitioner, and 3) a development organization. You should select twitter feeds that are active (i.e., tweet at least seven times per week on average) and which devote roughly half or more of their tweets to development related topics. Hint: if you are having trouble locating a good twitter feed, look at who those in the development sphere are following. For those who do not already have a twitter account, you will need to create one in order to follow others. This 1500 word paper will ask you to reflect on the type of development insights and information shared between development actors via this microblogging platform.

Assignment #2: Literature review which builds into final paper (12%)
A literature review summarizes and assesses the major scholarly conversations on a particular topic. This literature review is eventually meant to be the front end of a larger paper focused on a particular, empirically-grounded, development question. The process of writing such a review may also help you identify a research question for the final paper. You should start with a broad development theme which is of interest to you, e.g., agricultural development, indigenous development movements. You should then survey the literature on this topic (book, journal articles, on-line sources) to identify the key questions and debates within the theme. Your 3000 word literature review, not including references, should survey the “state of the literature” on 2-3 major themes within you broad development topic, indentifying key topics of debate, gaps in the literature, and key future questions.
Assignment #3: Final paper on development oriented question (linking theory to practice)(25%)
This is 6500 word paper (about 20-25 double-spaced pages), including references. The paper should leverage a brief literature review summarizing and assessing a scholarly conversation on a particular topic - which then leads to the investigation of a particular development related question. The paper will add to the existing literature on the topic by focusing on a particular question that has yet to be asked (i.e., a gap in the literature) or looking at a previously answered question under new circumstances or in a new place. A key goal of the paper will be to connect debates in the scholarly world to a real-world question that is grounded in a particular place or set of places. Such a paper will typically have the following sections: introduction, research question and methods, context in the literature, findings and analysis, conclusions and policy recommendations. This paper will have a related draft, peer review and presentation.

Take-home exam (20%)
The course will have one take-home exam near the end of the course. The purpose of the exam will be to encourage students to reflect on the material covered in class lecture, discussion and reading.

Grading
Grade Components Peer Review (April 16): 2%
Take home exam (April 29-May 1): 20% Assignment 3: Final Paper (May 4): 25%
Assignment 1: (Feb 21): 9% Presentation (4/21 or 4/323): 8%
Assignment 2: (March 13): 12% Discussion leadership: 7%
Final paper draft (April 12): 5% Participation: 12%
Total: 100%

Final grades are based on a weighted average for the term. Grade cutoff points (in terms of percentage) are as follows: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%, NC = < 60%.
Tentative Schedule and Assigned Readings For Lecture  
(Please note that this is tentative and subject to change. It is your responsibility to keep up with any changes)

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Lecture and Discussion Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tuesday</td>
<td>Thursday</td>
</tr>
</tbody>
</table>

**Theories of Development and Underdevelopment**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Lecture and Discussion Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23 Jan</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>28-30 Jan</td>
<td>Lecture: Meanings of Development</td>
<td><strong>Discussion 1:</strong> What is development?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pick three twitter feeds for first assignment by Tues, 1/28</td>
</tr>
<tr>
<td>3</td>
<td>4-6 Feb</td>
<td>Lecture: Geography and Development</td>
<td><strong>Discussion 2:</strong> How do geographers approach development?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11-13 Feb</td>
<td>Lecture: Theories and Practice of Development</td>
<td><strong>Discussion 3:</strong> Globalization, Neoliberalism &amp; Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>18-20 Feb</td>
<td>Library session (Library Rm 206)</td>
<td>Lecture: Structuralism, Env’t &amp; Dev’t (aka political ecology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assignment 1 (Dev’t &amp; Social Media)</strong> due Fri, Feb 21 at 4pm</td>
</tr>
<tr>
<td>6</td>
<td>25-27 Feb</td>
<td><strong>Discussion 4:</strong> Structuralist and alternative approaches to Development</td>
<td>Lecture: Human Capital and Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3-5 Mar</td>
<td><strong>Discussion 5:</strong> Interrogating New Economic Geography</td>
<td>Lecture: Exchange, Fair Trade and Isolation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Development Praxis**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Lecture and Discussion Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10-12 March</td>
<td><strong>Discussion 6:</strong> Interrogating Social Entrepreneurship &amp; Development</td>
<td>Lecture: diversifying resource-based economies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assign 2 (literature review) due Fri, Mar 13 @4pm</td>
</tr>
<tr>
<td></td>
<td>17-19 March</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>24-26 March</td>
<td><strong>Discussion 7:</strong> Exploring the Resource Curse</td>
<td>Lecture: Botswana and state-led development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>31 Mar - 2 Apr</td>
<td><strong>Discussion 8:</strong> Botswana: An African Miracle</td>
<td>Lecture: Development from below, participatory dev’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>7-9 April</td>
<td>In class writing day.</td>
<td><strong>Discussion 9:</strong> Participatory Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final paper draft due Sun, Apr 12 @ 11:30pm</td>
</tr>
<tr>
<td>12</td>
<td>14-16 April</td>
<td><strong>Discussion 10:</strong> Development: Where do you fit in</td>
<td>Peer review in class</td>
</tr>
<tr>
<td>13</td>
<td>21-23 Apr</td>
<td>Presentations</td>
<td>Presentations</td>
</tr>
<tr>
<td>14</td>
<td>28-30 Apr 2</td>
<td>No class. Study day.</td>
<td>No class. Take home exam over 48 hrs on Wed-Fri</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>**Final paper due, Mon, May 4 @4pm</td>
</tr>
</tbody>
</table>
Discussion Readings and Schedule

NB: Other than the course text by Lawson, readings may be found on the course moodle site.

Discussion 1: Thursday, January 30 (What is development?)


Discussion 2: Thursday, Feb 6 (How do geographers approach development?)


Discussion 3: Thursday, Feb 13 (Globalization, Neoliberalism & Development)


Discussion 4: Tuesday, February 25 (Development, Structuralism, Post-Structuralism & Political Ecology)


Discussion 5: Tuesday, March 3 (Interrogating New Economic Geography)


Discussion 6: Tuesday, March 10 (Interrogating Social Entrepreneurship & Development)


Discussion 7: Tuesday, March 24 (Environment, Resources and Development: Exploring the Resource Curse)


Discussion 8: Tuesday, March 31 (Botswana: Africa’s Development Miracle?)


Discussion 9: Thursday, April 9 (Participatory Development)


Discussion 10: Tuesday, April 14 (Practicing Development: Where do you fit in?)

