

Geography 363: The Geography of Development and Underdevelopment¹ Spring Semester, 2020

Class Time and Location: 3-4:30pm Tuesdays & Thursdays, Carnegie 105

Instructor: Bill Moseley

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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

Lawson, V. 2007. *Making Development Geography*. London: Hodder Arnold Publication. (ISBN: 978-0340809648)

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 your broad development topic, identifying 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

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

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)

Wk	Dates	Lecture and Discussion Topics		Assignments
		Tuesday	Thursday	
Theories of Development and Underdevelopment				
1	23 Jan		Introduction	
2	28-30 Jan	Lecture: Meanings of Development	Discussion 1: What is development?	Pick three twitter feeds for first assignment by Tues, 1/28
3	4-6 Feb	Lecture: Geography and Development	Discussion 2: How do geographers approach development?	
4	11-13 Feb	Lecture: Theories and Practice of Development	Discussion 3 : Globalization, Neoliberalism & Development	
5	18-20 Feb	Library session (Library Rm 206)	Lecture: Structuralism, Env't & Dev't (aka political ecology)	<u>Assignment 1 (Dev't & Social Media) due Fri, Feb 21 at 4pm</u>
6	25-27 Feb	Discussion 4: Structuralist and alternative approaches to Development	Lecture: Human Capital and Development	
7	3-5 Mar	Discussion 5: Interrogating New Economic Geography	Lecture: Exchange, Fair Trade and Isolation	
Development Praxis				
8	10-12 March	Discussion 6: Interrogating Social Entrepreneurship & Development	Lecture: diversifying resource-based economies	<u>Assign 2 (literature review) due Fri, Mar 13 @4pm</u>
	17-19 March	Spring Break		
9	24-26 March	Discussion 7: Exploring the Resource Curse	Lecture: Botswana and state-led development	
10	31 Mar - 2 Apr	Discussion 8: Botswana: An African Miracle	Lecture: Development from below, participatory dev't	
11	7-9 April	In class writing day.	Discussion 9: Participatory Development	<u>Final paper draft due Sun, Apr 12 @ 11:30pm.</u>
12	14-16 April	Discussion 10: Development: Where do you fit in	Peer review in class	
13	21-23 Apr	Presentations	Presentations	
14	28-30 Apr 2	No class. Study day.	No class. Take home exam over 48 hrs on Wed-Fri	<u>Final paper due, Mon, May 4 @ 4pm</u>

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?)

World Bank. 2006. "Overview." *World Development Report 2006: Equity and Development*. Washington, DC: World Bank. Pp. 1-17.

Kristof, N. 2010. "The Happiest People." *New York Times*. January 7.

Costanza, R. et al., 2014. "Time to Leave GDP Behind." *Nature*. Vol 505, pgs 283-285.

Yapa, L. 1996. "What Causes Poverty?: A Postmodern View." *Annals of the Association of American Geographers*. 81(4): 702-728.

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

Lawson, V. 2007. "Development as Situated Knowledge." Chap 1 (pp. 1-31) in textbook.

Lawson, V. 2007. "Remaking Development Geography." Chap 2 (pp. 32-67) in textbook.

Sheppard, E et al. 2009. "Measuring, Describing and Mapping Difference and Development." In: *A World of Difference*. New York: Guilford Press. Pp. 18-51.

Moseley, W.G. 2008. "Strengthening Livelihoods in Sahelian West Africa: The Geography of Development and Underdevelopment in a Peripheral Region." *Geographische Rundschau International Edition*, 4(4): 44-50.

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

Rostow, W. 1960. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge University Press. Chapters 1 and 2 (intro and summary of the five stages of economic growth). pp 1-16

Lawson, V. 2007. "Development as intervention: from modernisation to neo-liberalisation." Chap 3 (pp. 68-107) in textbook.

Carr, E. 2011. "Chapter 1: Taking it All Apart." *Delivering Development: Globalization's Shoreline and the Road to Sustainable Development*. New York: Palgrave.

Roberts, S. 2014. "Development Capital: USAID and the Rise of Development Contractors." *Annals of the Association of American Geographers*. 104(5): 1030-1051.

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

Davis, M. 2002. "The Origins of the Third World." In: *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. Pp. 279-310.

Lawson, V. 2007. "Development as immanent process: Marxist and feminist political economy." Chap 4 (108-161) in textbook.

Lawson, V. 2007. "Post-structural turns: discourse, identity and difference." Chap 5 (162-198) in textbook.

Gibson-Graham, J.K. 1996. "Chapter 11: Waiting for the Revolution." Pgs. 251-265. *The End of Capitalism (as we knew it)*. Cambridge, MA: Blackwell.

Moseley, W.G. 2017. "The Limits of the New Green Revolution for Africa: A Political Ecology Critique." *The Brown Journal of World Affairs*.

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

World Bank. 2009. "Overview" In: *World Development Report 2009: Reshaping Economic Geography*. Washington DC: The World Bank. Pp. 1-32.

Miller, S. and J. Diamond. 2006. "A New World of Differences." *Nature*. 441: 411-412.

Sheppard, E. 2011. "Geography, Nature, and the Question of Development." *Dialogues in Human Geography*. 1(1): 46-75.

Moseley, W.G. 2011. "On Engaging with New Economic Geography." *Dialogues in Human Geography*. 1(1): 94-97.

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

Scobey, D. 2015. "Social Innovation and Civic Engagement: Sibling Rivals or Kissing Cousins?" Think Tank on Social Innovation and Civic Engagement, Washington University.

Yunus, M. 1997. "The Grameen Bank Story: Rural Credit in Bangladesh." In: *Reasons for Hope: Instructive Experiences in Rural Development*. Eds A. Krishna, N. Uphoff and M. Esman. Pp 9-24, 137-52.

Moseley, W.G. 2014. "The Limits of New Social Entrepreneurship." *Al Jazeera English*. December 22.

Sharma, J. 2016. "A Neoliberal takeover of Social Entrepreneurship?" *Stanford Social Innovation Review*.

Papi-Thornton, D. 2016. "Tackling Heropreneurship." *Stanford Social Innovation Review*.

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

Collier, P. 2007. *The Bottom Billion*. Oxford University Press. (chapter on resource curse)

Watts, M. 2009. "Oil, development, and the politics of the bottom billion." Whither Development?: The Struggle for Livelihood in the Time of Globalization. *Macalester International*. Vol 24 (summer). Saint Paul: Macalester College.

Moseley, W.G. 2009. "Response to Michael Watts." Whither Development?: The Struggle for Livelihood in the Time of Globalization. *Macalester International*. Vol 24 (summer). Saint Paul: Macalester College.

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

Samatar, A. 1999. *An African Miracle: State and Class Leadership and Colonial Legacy in Botswana Development*. Portsmouth, NH: Heinemann. Introduction and chapters 1-3 (pgs 1-96).

Hillbom, E. 2008. "Diamonds or development? A structural assessment of Botswana's forty years of success." *The Journal of Modern African Studies*. 46:191-214.

Hillbom, E. 2011. "Botswana: A development-oriented gate-keeping state." *African Affairs*. 111 (442): 67-89.

Discussion 9: Thursday, April 9 (Participatory Development)

Friere, P. 1982. *Pedagogy of the Oppressed*. New York: Continuum. Chap 1 (pp. 27-56)

Chambers, R. 2008. "PRA: --Pathways, Practice and Principles." In *Revolutions in Development Inquiry*. London: Earthscan. Pp. 85-104.

Chambers, R. 2008. "Traps and Liberations." In *Revolutions in Development Inquiry*. London: Earthscan. Pp. 151-166.

Carr, E. 2011. Chapter 12: "Truly Participatory Development." *Delivering Development: Globalization's Shoreline and the Road to Sustainable Development*. New York: Palgrave.

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

Chambers, R. 2008. "Participatory Methodologies: Drivers for Change." In *Revolutions in Development Inquiry*. London: Earthscan. Pp. 167-192.

Moseley, W.G. 2007. "Collaborating in the Field, Working for Change: Reflecting on Partnerships Between Academics, Development Organizations and Rural Communities in Africa." *Singapore Journal of Tropical Geography*. 28(3): 334-347.

Lawson, V. 2007. "Intellectual and political directions." Chap 6 (199-206) in textbook.

Moseley, W.G. 2014. "Graduation advice for aspiring humanitarians." *Al Jazeera English*. May 28.