

Geographies of International Development

GEOG 3682 Fall, 2009

MWF, 10:00 am-10:50 am

Hale 230

Instructor: Stephanie Booker

Email: Stephanie.Booker@colorado.edu

Office: Gugg 312

Office Hours: Wed. 11-12:30 pm; Fri. 11-12:30 pm

TA: Kendle Wade

Email: Kendle.Wade@colorado.edu

Office: Gugg 314 (Fire escape)

Office Hours: Thurs. 2-4pm

Introduction and Course Description:

The world is full of good intentions and places to try them out; decades of such good intentions aiming to help 'develop' people, communities, nations, and regions have not had tremendous success thus far. Some might even argue that the places that have been the intended recipients of development are worse off now than ever. There are, however, promising new approaches to development that attempt to address the shortcomings of earlier attempts--namely, *participatory development*, *sustainable development*, and *gender and development*. In this class we will explore how the actors and institutions of development *frame* the problem they aim to address from their own particular perspective and how their perspective informs their solution to the problem. Further, we will explore how the development schemes are negotiated and contested in different contexts. We will look closely at whose interests are served by development projects and explore the consequences of these unequal power relations using geographical concepts of *scale*, *networks*, and *place*.

This course is divided into three parts: Part I is a historical account of the *theories* of development, part II is an exploration of the contemporary *issues* in development, and part III is an exploration of *doing* development.

Course Objectives:

- Understand the theories of the development project including how they have changed and been executed over time and space.
- Be able to use and recognize the theories in practice by recognizing the actors, the strategies, and the goals of each perspective.
- Critically examine contemporary development issues, practices, and problems.
- Apply concepts used in geography to understand how development unfolds in different contexts.

SYLLABUS

Course Materials:

1. Willis, Katie (2005). *Theories and Practices of Development*. New York: Routledge. On the schedule, this is listed as "Willis."
2. iClicker – available at the bookstore, or used; make sure to register through CUConnect soon!
3. Selected Bibliography—available on eReserves through the library. The selected supplemental readings are required. See the schedule here and online for due dates.

Course Evaluation:

Midterm(2)	16% each 32% Total
Final Paper: (Outline, Lit. Review) (Paper)	24% (4%) (20%)
Final Exam	15%
Reading Responses (3)	(3% each) 9%
Group Clicker Quizzes	10%
Engaged Participation (3%) Class activities (5%) Clicker participation (2%)	10%
Total	100%
Extra Credit	2%

Exams

Midterms: There will be two midterms in the semester (see schedule for dates, plan accordingly). They will be short answer or essay and multiple-choice. There will not be any early or late make-up exams. If you must miss an exam for an extenuating circumstance there is a two-part process:

- 1) You must talk to me as soon as you become aware of the conflict and I must agree that your circumstance is legitimate (you will need documentation).
- 2) The weight of the exam that you miss will be added towards your final exam, so you will only have two exams one worth 32%, and another worth 16%.

Final Exam: **Tues. December 15, 2009 4:30-7 pm** The final exam is cumulative. It will be the same format as the midterms. If you have three or more exams on this day you must tell me before *Friday, October 2, 2009*

SYLLABUS

Writing Assignments

Final Paper: There will be a 12-20 page paper due on the last day of class. I will assign the paper and details on Sept. 9. You will be required to turn in a proposal including a thesis, an outline, and half of your sources on October 30. The intent of this paper is that you can show that you are able to apply the theories and use tools you developed throughout the course in a context of your choosing. The topic for the paper will be up to you, start thinking about it early. You will also be required to submit the final paper to turnitin.com.

Reading Responses: Throughout the semester you are required to turn in 3 reading responses to 3 readings of your choosing that we have done. They are due at midnight before the day that the reading is due in class. I will not accept late reading responses; if they are late they do not help facilitate discussion in class. The purpose of this exercise is to get you to think critically about the reading. I suggest picking *hard* readings early in the semester to do these since the point is that you try to understand the material and apply it later. If there are several readings due for a day, the response should span across them. There is a reading response guide online for you to refer to. These will be graded on a scale of 0-3.

Clickers

Group Clicker Quizzes: Throughout the semester there will be 10 pop group clicker quizzes. For some, there may be one right answer, for other quizzes, there may be several right answers. The point of this exercise is for you to talk about the topic with your peers and come to a consensus (or not). I will give you 5 minutes to discuss the question with your group members and then you will click in your answer individually. These will be graded on a 0-1 scale. (0=no answer; .75 =wrong answer; 1=right answer).

Participation

Engaged Participation: This is an evaluation of your contributions to class discussion. Simply talking in class does not warrant a perfect grade. Talking to peers or disruptive contributions will count negatively towards this grade. Contributing constructive comments to discussion counts favorably towards this grade. We will also take into consideration that not all people want to talk in front of the whole class; so some of this grade will come from peer evaluation (see below).

Class Activities: Throughout the semester there will be 5-6 class activities. Some are movie guides, others are interactive learning activities, and some will be group activities. These will be graded on a 0-1 scale (0=not done, or no effort; .5=minimal effort; 1=complete). You may be asked to evaluate your group member's participation in the activities on a scale of 0-2 (0=no help; 1=some help; 2=lot's of help). This peer input will factor into the 'engaged participation' grade above.

Clicker Participation: I will also use clicker questions throughout the semester to evaluate a small percentage of your participation grade (2%). You will not be graded down for wrong answers. You may see these questions again during midterms, so it behooves you to answer them. If you answer more than 90% of these clicker questions, you get full credit. If you answer between 70-90% of the questions, you will get partial credit. If you answer 50-70% you will get minimal credit. If you answer less than 40% then you will get no credit.

SYLLABUS

Expectations:

Our expectations of you in this course are like most college courses, it's your job to do the learning; it's our job to help guide you. This syllabus is similar to a class contract, by holding a space in this course you are implicitly agreeing to this contract. You should refer to it first before you begin assignments or email me/TA with questions that are easily answered here. You will not be graded for simply showing up, so attendance won't be taken beyond the first two days. However, you will be rewarded for coming to class, prepared to discuss and having done the readings. In this class you are not "an A student until proven otherwise," you are starting with 0% and building your way to your grade. If you keep up with the readings, come to class prepared, and you effectively manage your time, you will do well.

Course Policies:

No pets in class. Laptop users must sit in the back of the room. Food is fine, loud food is not fine. No cell phones, no texting. If I catch you texting, I will ask you to leave class for the day.

Late Assignments: "Better late than never." That said, there are late penalties:

- All assignments are due at the beginning of class.
- After 10:15 am and before 5pm on the day the assignment is due will be counted off 5%
- After 5pm on the day it is due, the penalty jumps to 10% per day.
- No assignments will be accepted over email, they must be a hard copy.
- Reading Responses will never be accepted late.
- All assignments must be stamped by Darla or Karen in the Geography Office for time submitted (i.e. 4:59pm). If they are not stamped, then I will assume that the time you turned it in was the time I received it.

Honor Code: "On my honor as a University of Colorado at Boulder student I pledge I have neither given nor received unauthorized assistance on this work." Details, definitions, your rights, and penalties concerning this honor code can be found here:

<http://www.colorado.edu/academics/honorcode/about/index.htm>

"Unauthorized assistance" includes plagiarism. If you need a refresher on plagiarism, I strongly urge you to do the module on the CU Library website:

http://ucblibraries.colorado.edu/pwr/public_tutorial/cite/cite01.htm

If you are caught cheating, plagiarizing, or fabricating, the violation will be reported to honor council and you may fail this course. No exceptions. There are links to proper citation guides on the website.

Classroom Behavior: We are here to learn. Please respect your fellow student's opinions. If you are disruptive to the class, you may be reported to the Office of Judicial Affairs. We reserve the right to ask you to leave the classroom if your conduct is disorderly or disruptive. Information about this policy can be found at this website:

<http://www.colorado.edu/studentaffairs/judicialaffairs/>

SYLLABUS

Discrimination and Harassment: Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. The campus policy can be found here:

<http://www.colorado.edu/odh/index.html>

Disability Accommodations: If you qualify or are in the process of qualifying for accommodations because of disability, present documentation to me or come talk to me within the first two weeks of class. Contact Disability Services for more details: 303- 492-8761)

<http://www.colorado.edu/disabilityservices/index.html>

Selected Bibliography

Adams, W. M. (2001). *The Development of Sustainable Development Green Development* (2nd ed.). New York: Routledge.

Brosius, P. T., Anna; Zerner, Charles (Ed.). (2005). *Communities and Conservation: Histories and Politics of Community-Based Natural Resource Management*. New York: AltaMira Press.

Chambers, R. (2005). *Ideas for Development*. Sterling, VA: Earthscan.

Cheru, F. (2002). Debt, adjustment and the politics of an effective response to HIV/AIDS in Africa. *Third World Quarterly*, 23(2), 299-312.

Chouinnard, Y. (2005). *Let My People go Surfing: The Education of a Reluctant Businessman*. London: Penguin Books.

DeSoto (2000). *The Mystery of Capital: Why Capitalism Fails in the West and Fails Everywhere Else*. New York: Basic Books.

Economist, T. (2002, Oct. 5). Roots of Development- The role of institutions in development. *The Economist*.

Escobar, A. (1992). Planning. In W. Sachs (Ed.), *The Development Dictionary: A guide to knowledge as power*. Lond: Zed Books.

Farmer, P. (1999). *Infections and Inequalities*. Berkeley: University of California Press.

Ferguson, J. (1994). The Anti-Politics Machine: "Development" and Bureaucratic Power in Lesotho. *The Ecologist*, 24(5), 176-181.

SYLLABUS

- Frank, A. G. (1966). The Development of Underdevelopment. In Corbridge (Ed.), *Development Studies: A Reader* (pp. 27-37). New York: Edward Arnold.
- Friedman, T. (2005, April 3). It's a Flat World After All. *The New York Times*
- Goldman, M. (2005). Privatizing Water, Neoliberalizing Civil Society: The power of transnational policy networks *Imperial Nature: The world Bank and struggles for social justice in the age of globalization* (pp. 221-271). New Haven: Yale University Press.
- Hanson, M. H., James (1999). Neocolonialism and Neoliberalism in South Africa and Zambia. *Political Science Quarterly*, 114(3), 479-502.
- Hodgson, D. (1999). Images and Interventions: The Problems of Pastoralist Development. In D. M. B.-D. Anderson, Vigdis (Ed.), *The Poor are Not Us* (pp. 221-239). Athens, Ohio: Ohio University Press.
- Honey, M. (2008). *Costa Rica: On the Beaten Path Ecotourism and Sustainable Development: Who owns paradise?* . Washington, D.C.: Island Press.
- Isichei, E. (2002). Symbolic Appropriations of Modernity Voices of the Poor in Africa (pp. 210-223). Rochester, NY: University of Rochester Press.
- Jeter, J. (2002). South Africa's Driest Season. *Mother Jones*.
- Johnston, R. J. G., Derek; Pratt, Geraldine; Watts, Michael (Ed.). (2000). *The Dictionary of Human Geography* (4th Edition ed.). Malden, MA: Blackwell Publishing.
- Maathai, W. (2003). *The Greenbelt Movement: Sharing the Approach and the experience*. New York: Lantern Books.
- Peet, R. (1999). *Theories of Development*. New York: Guilford Press
- Porter, P. W. S., Eric S. (1998). *A World of Difference: Society, Nature, Development*. New York: Guilford Press.
- Rahnema, M. (1992). Poverty. In W. Sachs (Ed.), *The Development Dictionary: A Guide to Knowledge as Power* (pp. 158-176). New York: Palgrave.
- Rostow, W. W. (1959). The Stages of Economic Growth. *The Economic History Review*, 12(1), 1-17.
- Sachs, J. D. (2005). *The End of Poverty: Economic Possibilities for our time*. New York: Penguin Books.

SYLLABUS

- Said, E. (1995 (1978)). *Orientalism*. In B. G. Ashcroft, Gareth; Tiffin, Helen (Ed.), *The Post-Colonial Studies Reader*. New York: Routledge.
- Scott, J. C. (1998). *Seeing like a State: How certain schemes to improve the human condition have failed*. New Haven: Yale University Press.
- Sen, A. (1999). *Development as Freedom*. New York: Anchor Books.
- Streeten, P. (1995 (1987)). *Structural Adjustment: A Survey of the issues and options*. In S. Corbridge (Ed.), *Development Studies: A reader*. New York: Edward Arnold.
- Todaro, M. P. S., Steven C. (2005). *Economic Development (9th ed.)*: Oxford University Press.
- Willis, K. (2005). *Theories and Practices of Development*. New York: Routledge.
- Yunus, M. (1999). *Banker to the Poor: micro-lending and the battle against world poverty*. New York: Public Affairs.