

*Supplemental\* Final Exam Study Guide*

\*Refer to weekly 'recitation sheets' for key source of test material; note well where lectures + readings overlap

\*\*EXAM TUESDAY 5<sup>th</sup> MAY 1:30-4:00, EDUC 220

**1) Uneven Development:** Arguments, cases, contexts, definitions, examples, methods, models, metrics, and critiques of “globalization”, “development”, and “accumulation” (i.e. Friedman, Grant + Nijman, Harvey, Sachs, Taylor, Watts)

**2) World-Systems:** Key components, definitions, contexts, genealogies, geographies, drivers of competing models/methods and critiques ‘by discipline’ (i.e. Wallerstein, Modelski in Taylor + Flint)

**3) Migration + Urbanization:** Cases, contexts, evidence, expectations, outcomes of mobility and migration patterns under conditions of ‘neoliberal globalization’, especially in Latin America, Ghana, India, Turkey, and Europe (i.e. Davis, Grant + Nijman, Portes + Roberts, Taylor, Tesfahuney)

**4) Nations:** Definitions, contexts, origins, membership, metrics, schools-of-thought (i.e. Anderson, Gellner, Hobsbawm, Smith, Stalin)

**5) Nationalism:** Definitions, contexts, origins, periodicities, iconography, built and natural landscapes, geographic aspects, competing academic approaches, (i.e. Anderson, Billig (banality) Breiully, Dahlman (as Kurdish question), Gellner, Hechter/Nairn (as uneven development), Hobsbawm (invented traditions), Secor, (as Islamism), Smith/Connor (as primordialism),

**6) Conflict + Violence:** Hypothetical and conventional examples of territorial and/or border conflicts; geographic approaches vs. other disciplines; “civil war” definitions; conventional research questions (i.e. origins, etc); critiques of measures and outcomes; consensus findings re: diffusion/resolution; ‘conflict trap’; role of ethnicity (i.e. Collier, Dahlman, Harris, Le Billon, Newman)

**7) Resources:** Relationship between resources and scarcity/abundance; conventional (i.e. ‘geopolitical’) vs. critical explanations for relationships between ‘natural endowments’ and ‘national development’; food security and the ‘wheat trap’ (i.e. Collier, Harris, Harvey, Le Billon, Sachs, Watts)

**8) Borders:** Conventional vs. modern approaches; historical vs. contemporary roles; as discourses vs. as practices; as processes vs. as institutions (i.e. Dahlman, Harris, Newman; Tesfahuney)

**9) Pseudo-, Quasi-, and Failed States:** Examples, characteristics, assumptions, definitions, locations, trajectories (i.e., Collier, Dahlman (see footnote 26, p. 295), Kolstoe, Leeson)

**10) “Ten Big Questions”:** The list of questions provided below will appear in full on the ‘Lectures’ portion of the exam...draw on key readings, ideas, thinkers, and evidence from *this course* if you choose to answer one of these questions

- i) What is the future of the ‘state’?
- ii) What is the future of the ‘nation’?
- iii) What is the future of ‘failed states’?
- iv) What is the future of ‘ethnic conflict’?
- v) What is the future of ‘resource wars’?
- vi) What is the future of ‘pseudo-states’?
- vii) Is ‘globalization’ making the world ‘flat’?
- viii) Is Sachs et al ‘environmental determinism’?
- ix) Is the US an ‘empire’...resurgent or in decay or...?
- x) Are future ‘wheat traps’ to be expected?