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Course Description

“Development” is a highly contested term. Different people, in various contexts, define development in different and divergent ways. For some, development implies progress; for others, it indicates inequality and dependency. In other words, what we mean by development depends on where we are and when. This course will explore these varied, yet interrelated meanings, through a human geography lens. In doing so, this course will argue that to understand international development one must appreciate the complexity of these meanings.

Popular media tells us that development projects are intended to transform and generally improve how groups and individuals in different parts of the world experience life. This course will complicate that idea, and emphasize that any understanding of development is deeply embedded in specific places and histories. While this is not a course on evaluating and implementing development programs, we will follow dominant lines of thinking and their critiques in order to trace the driving forces shaping contemporary development programs. By doing so, this course will provide valuable ways of thinking through the discourses and practices of development.

Human geography is a broad field of inquiry considering the relationships between humans and the environments they inhabit. Such a broad lens allows us to use myriad tools and theoretical frames to consider the complexity and nuances of international development. These considerations lead us to ask: How and why do places develop differently and with what effects?

Course Objectives

By the end of this course you should be able to:

- Explain the value of a geographic approach to development, especially regarding the unevenness of development, the limitations of statistical description, and the trap of geographic determinism.
- Explain the historical genesis of, and subsequent changes to, the development project from the colonial era through today.
- Explain a few key issues underlying persistent problems of poverty, hunger, health, the environment, mobility, and labor.
- Critique development discourse in the popular English-language media.
- Demonstrate your competency with these skills in an applied fashion through your Development Project.

Course textbook (required)

- Willis, K. 2005. Theories and Practices of Development. London and New York: Routledge. Copies are available on reserve at Norlin Library.
- Additional required readings are posted on Desire2Learn (<https://learn.colorado.edu/>)

Course Grading Rubric

- **45% Development Project (See Development Project Description on D2L)**
- **20% Mid-Term Exam**
- **20% Final Exam** December 17, 7:30-10 PM (If you have three or more exams on this date you must notify the instructor by October 5)
- **15% Clicker Questions**
- **Extra Credit: Current Events Assignment (Up to 5%)**

Explanations of underdevelopment and economic weakness often adopt eurocentric and environmentally deterministic explanations. At any time during the term you may prepare a 500-600 word reflection/opinion piece on a current event with direct significance to international development (you will lose 1 point for every 5 words over or under this range). You should summarize the event/article (2 points), and then relate it to the topics we have discussed in class (3 points). This is due by 5 PM on December 14. You must submit an electronic copy to turnitin.com by this deadline. I will not accept late current events assignments. All assignments should be typed in 12-point Times New Roman font with 1-inch margins.

Clickers Each student is required to purchase an I-Clicker from the UMC bookstore. Beginning the second week of class, students will use their clickers to respond to questions, which will be taken from the readings due that day and the lecture material, at the beginning, middle, and end of class. The instructor will use these responses to guide the lecture, test knowledge of the readings, and to clarify confusing material. Every clicker question will be worth 4 points. Students will receive 4 points for correct answers, 3 points for incorrect answers, and 0 points for not answering. Some questions will record if the student is present but will not record the individual answer. Students will receive 1 of the possible 15 percentage points for registering their clicker by 9 AM, Tuesday September 4. Clicker registration instructions: <http://oit.colorado.edu/node/779>

Attendance and preparation Every student is expected to be in attendance and prepared for class by having done the readings for that class. You are expected to arrive to class on time and remain until the class is finished. Arriving late and/or packing up early is disruptive to your peers and the instructor. Sleeping in class is not acceptable and will be counted as an absence. Excused absences will be considered with a note from the Student Health Center or other appropriate written documentation.

Turnitin.com Submission Instructions

All assignments for this course must be submitted through turnitin.com.

1. Go to www.turnitin.com. Either create an account or log in to your existing account.
2. Click on the tab labeled "enroll in a class". Enter the following class ID and password.
Class ID: 5400908
Password: Truman

Computer and Cell Phone Policy No screens. Computers, Ipads, etc will not be allowed in class, except during group discussions in order to review readings posted on Desire2Learn. If you feel that you learn best by taking electronic notes on your computer, then please see me following the first day of class for special arrangements. Please silence or turn off your cell phone during class. Texting in class will not be tolerated. I will deduct participation points for texting in class.

Honor Code All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, submitting the same paper or part of a paper for two different classes without the express permission of both instructors, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions (including but not limited to university probation, suspension, or expulsion) from the Council. There will be no warning, but a direct report to the honor council at CU (they also have a no tolerance policy) and a failing grade for the semester. Discussion with peers is encouraged, but assignments must be completed individually. Please refer to <http://honorcode.colorado.edu> to view the specific guidelines. If you have any questions related to this policy, please contact the Honor Code Council at honor@colorado.edu.

Classroom Behavior Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. In short, treat your peers and instructor(s) with respect at all times and under all circumstances. I encourage you to voice your opinions and perspectives in a constructive and respectful manner. Disrespectful or abusive language or behavior will not be tolerated and will result in dismissal from the classroom and loss of participation points for that day. See policies at <http://www.colorado.edu/policies/classbehavior.html>
http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Religious Observances I'm happy to make accommodations for religious obligations that conflict with scheduled assignments or required attendance. In order to make any appropriate accommodations, I ask that you inform me in advance of your absence as soon as you are aware of it. See full details of the campus policy at http://www.colorado.edu/policies/fac_relig.html.

Disability Accommodations If you qualify for accommodations because of a disability, please submit a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

CU Office of Victim Assistance 303-492-8855 - Victim Assistance is an advocacy and support office serving those who are impacted by disruptive/disturbing life events, including violent crime, sexual harassment, death, and debilitating accidents. Staff members will advise you of your rights and the services available to you. They can also intervene on your behalf with professors, housing, academic departments, business offices, and employers to ease the burden of dealing with an accident or assault.

CU Counseling Services 303-492-6766, Willard room 134.
<http://www.colorado.edu/sacs/counseling/>

GEOG 3682: Geographies of International Development
Fall 2012

Course Schedule

Note: This schedule is subject to change. Any changes, including changes to the assigned readings, will be announced in class and posted to on Desire2Learn.

Date	Topics	Readings Due
Part I: Development Theories and Approaches		
Aug 28	Course Introduction	<ul style="list-style-type: none"> • Review Syllabus
Aug 30	What is Development? Ethics in Development	<ul style="list-style-type: none"> • Willis Ch 1 • Singer 1999
Sept 4	Geographies of Development	<ul style="list-style-type: none"> • Clicker and turnitin.com Registration Deadline • Broad and Cavanagh 2001 • Friedman 2005 • Sachs et al 2001
Sept 6	Measuring Development	<ul style="list-style-type: none"> • Sheppard et al 2009: Ch 2
Sept 11	Development Proposal and Resources Workshop	<ul style="list-style-type: none"> • Review Country Project Assignment • Review Library Course webpage
Sept 13	Origins of Development: Smith, Malthus, and Marx	<ul style="list-style-type: none"> • Peet and Hartwick 2009 • Sardar 1999 • Willis Ch 2: Classical Theories • Willis Ch 3: Marxist Theories of Development
Sept 18	Development as Colonialism	<ul style="list-style-type: none"> • Driver 1992 • Sheppard et al 2009: Ch 3 • Shresta 1995 • Wainaina 2005
Sept 20	Development as Modernization	<ul style="list-style-type: none"> • Rostow 1960 • Willis Ch 2
Sept 25	Critiques of Development: Structuralism, Dependency Theory, World Systems Theory	<ul style="list-style-type: none"> • Frank 1966 • Willis Ch 3
Sept 27	Neoliberalism	<ul style="list-style-type: none"> • Peck and Tickell 2002 • Review Willis Ch 2: 51-67
Oct 2	Development as Globalization	<ul style="list-style-type: none"> • Willis Ch 7
Oct 4	Uneven Development	<ul style="list-style-type: none"> • Grant and Nijman 2004 • Harvey 2006
Oct 9	Basic needs, grassroots, and rights-based development	<ul style="list-style-type: none"> • McNamara 1973 • Willis Ch 4 • Willis Ch 5: 142-154 (optional 154-161)
Oct 11	Post-Development	<ul style="list-style-type: none"> • Escobar 1995 • Esteva 1992
Oct 16	Development as Power	<ul style="list-style-type: none"> • Development Project Part I Due • Ferguson and Lohmann 1994 • Li 1999

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Oct 18	Millennium Development Goals	<ul style="list-style-type: none"> • MDG Report 2005 (Sachs) • MDG Report 2012 (Selections TBA)
Oct 23	Mid-term Review	<ul style="list-style-type: none"> • No Reading Due
Oct 25	Mid-term	
Part II: Topics in Development		
Oct 30	Debt: International	<ul style="list-style-type: none"> • Sheppard et al 2009: Ch 23
Nov 1	Debt: Microcredit	<ul style="list-style-type: none"> • Bruck 2006 • Young 2010
Nov 6	Environment and Development: Exploitation and Sustainability	<ul style="list-style-type: none"> • Guthman 1997 • Willis Ch 6
Nov 8	Gender and Development	<ul style="list-style-type: none"> • Carney 2004 • Sen 1990 • Sultana 2007
Nov 13	Development Project Part II Workshop	<ul style="list-style-type: none"> • No Readings Due
Nov 15	Indigenous Rights and Development	<ul style="list-style-type: none"> • Development Project Part II Due Hale 2011 • Tsing 1999
Nov 20 & 22	Fall & Thanksgiving Breaks	
Nov 27	Labor and Migration	<ul style="list-style-type: none"> • TBA
Nov 29	Grant-making for Development	<ul style="list-style-type: none"> • TBA
Dec 4	Agriculture and Food	<ul style="list-style-type: none"> • TBA
Dec 6	Health and Development	<ul style="list-style-type: none"> • Farmer 2003
Dec 11	Development Project Part III Writing Workshop	<ul style="list-style-type: none"> • No Reading Due
Dec 13	What's next?	<ul style="list-style-type: none"> • Development Project Part III Due • Willis Ch 8
Dec 17	Final Exam, 7:30-10 PM	

Course Bibliography

Broad, R., and J. Cavanagh. 2006. The Hijacking of the Development Debate. *World policy journal* 23 (2):21-30.

Bruck, C. 2006. Millions for millions. *The New Yorker* 20 October.

Carney, J. 1993. Converting the wetlands, engendering the environment: The intersection of gender with agrarian change in the Gambia. *Economic Geography* 69 (4):329–348.

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Escobar, A. 1995. The problematization of poverty: The tale of three worlds and development. In *The development reader*, eds. S. Chari and S. Corbridge, 131–140. New York: Routledge.

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- Ferguson, J. 1994. The anti-politics machine: "Development" and bureaucratic power in Lesotho. *The Ecologist* 24 (5):176–181.
- Frank, A. G. 1966. The development of underdevelopment. *Monthly Review* 41 (2):37–42.
- Friedman, T. L. 2005. It's a flat world, after all. *The New York Times* 3:33–37.
- Grant, R., and J. Nijman. 2004. The re scaling of uneven development in Ghana and India. *Journal of Economic and Social Geography* 95 (5):467–481.
- Guthman, J. 1997. Representing crisis: The Theory of Himalayan Environmental Degradation and the project of development in post-Rana Nepal. *Development and Change* 28:45–69.
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- McNamara, R. 1973. Paupers of the world and how to develop them. Excerpt from Address to the Board of Governors, World Bank, Nairobi, Kenya.
- Peet, R., and E. R. Hartwick. 2009. *Theories of development: Contentions, arguments, alternatives*. New York: Guilford Press.
- Rostow, W. W. 1960. Marxism, Communism and the stages-of-growth. In *The development reader*, eds. S. Chari and S. Corbridge, 141–148. New York: Routledge.
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- Sheppard, E. S., P. W. Porter, D. Faust, and R. Nagar. 2009. *A world of difference: encountering and contesting development* 2nd ed. New York: Guilford Press.
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Sultana, F. 2007. Water, water everywhere but not a drop to drink: Pani politics (water politics) in rural Bangladesh. *International Feminist Journal of Politics* 9 (4):494–502.

Tsing, A. L. 1999. Becoming a tribal elder and other green development fantasies. In *Transforming the Indonesian uplands: Marginality, power and production*, ed. T. Li, 59–202. Amsterdam, The Netherlands: Harwood Academic Publishers.

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