Geography 426
Geographies of Development

Department of Geography & Environmental Management,
Faculty of Environment
Spring 2014

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Class time: Tues/Thurs 2:30-3:50 in EV3 3412
Office: EV1 109
Office hours: Thurs. 4-5pm or by appointment
Office hours: by appointment

Note: The guidelines in this syllabus are subject to change. Refer to the course website for updates.

Course description
This seminar course introduces students to a range of geographical and interdisciplinary perspectives on issues and explanations of global development, poverty, livelihoods, and environmental sustainability. The geographical emphasis is on regions often referred to as the third world, developing countries, or the global south. Examples will be drawn mainly from East Asia and other rapidly industrializing countries, in accordance with the instructor’s research background.

Development, a much contested term, is considered both as an uneven process of historical and geographical change and as a ‘project’ of planned interventions, in the post-WWII era, orchestrated by states and development agencies. By examining the roles of key actors—the state, market, and civil society—and associated development strategies, the course provides students with a critical understanding of how social, economic, political, and environmental processes operating at various scales shape opportunities and constraints for sustainable livelihoods.

Intended learning outcomes
Upon completion of this course, you should be able to analyze and critically explain:

- Some of the contrasting interpretations of what ‘development’ means
- How ways of representing the global south reflect relations of power
- Common development policies and strategies, and the roles of key development actors—states, markets, and civil society organizations—within these
- Common outcomes and trade-offs associated with these development interventions and approaches over the past half century
- The agendas of key development actors in balancing environment and development priorities

Required course texts
A selection of readings from book chapters (on e-reserve) and journal articles (available through the library website) have been assigned for the course.
Creating a positive learning environment: Mutual expectations

What you can expect of me, and the course format: Your learning is my priority, and I recognize that teaching does not necessarily imply learning. To cater to diverse learning styles, my course exposes you to ideas in different formats (readings, seminar discussions, lectures, videos, real world experience from guest speakers) and encourages you to engage with the material through reflective writing, interaction with peers and the instructor, and the preparation of various learning tasks (written assignments and oral presentations).

I welcome your participation, comments, and questions, since I believe that your participation contributes to a much more interesting class and valuable learning experience for all. My teaching style is interactive. At some points I will lecture, to provide background information and concepts that I think are important for developing effective knowledge of development processes. Complementing this, however, most classes will engage you in large or small group discussions.

What I expect of you: You are expected to arrive on time, attend all classes, and invest on average 8-10 hours per week in this course, in and outside of class. Since class discussions and assignments will require you to apply information obtained from the readings, you are expected to complete the assigned readings, and to participate actively and consistently in class. I recognize that not everyone feels comfortable speaking out in a large seminar class, but oral communication is a fundamental skill for most jobs. Moreover, if you might approach me later for a letter of reference (e.g., for a grad studies application), your name and face will stand out to me much more if you’ve been vocal in class.

Please turn off your laptop and mute your phone before class. If you need access to course materials stored on your laptop during a class, then you can turn it on – otherwise please leave it off. If you do have to use your laptop during class, then limit your use to course-related activities. Checking email, browsing web sites, internet chatting, etc. during class time is disruptive and will not be permitted.

Course schedule, content, and readings

* denotes the reading is on e-reserve through the library website

Week 1 (May 5 & 7) Course introduction
No readings assigned this week
Get started on the Library Resources & What is Plagiarism quizzes

Week 2 (May 12 & 14) The end of the Third World?
Guest speaker: Elizabeth Fraser (master’s student, Global Governance): The politics of food aid in Ethiopia
May 11: first READING LOG due (based on Week 2 readings)

Week 3 (Wed, May 21) Classical Foundations in Development Thinking
*Payne & Phillips, Development: Key Concepts. Classical Theories (pp. 10-32) and Catching-up Theories (pp. 33-55).
May 23: Complete 'Finding Journal Articles/Library Resources’ & ‘What is Plagiarism?’ quizzes on Learn

Video: The War on Democracy: The US vs. Latin America (by John Pilger)

Week 4 (May 26 & 28) Thinking Critically about Development: Dependency and Beyond


Video: Catastroika

[class discussions of the readings this week will be in the Wednesday class]

Week 5 (June 2 & 4) The State and Development, China and India


Video (TBC): Pollution in China [or: China’s Prosperity: Behind the Scenes of Progress]

Week 6 (June 9 & 11) From Neoliberalism/Washington Consensus to Post-Washington Consensus


June 11: MID TERM TEST

Week 7 (June 16 & 18) The Persistence of Poverty and Inequality


“Isl Global Income Inequality Increasing or Decreasing?” In *Atlas of Global Inequality*, Accessible at [http://ucatlas.ucsc.edu/income/debate.html](http://ucatlas.ucsc.edu/income/debate.html)

Guest lecture: Dr Derek Hall (Political Science, WLU): Powers of exclusion: Land dilemmas in Southeast Asia

**Week 8 (June 23 & 25) Agriculture, Food Security, and Rural Development**


Guest speaker (TBC): Helena Shilomboleni (PhD student, ERS)

June 27: PROJECT OUTLINE due

**Week 9 (Wed, July 2) TBC**

Class WILL be held, but no readings this week

**Week 10 (July 7 & 9) Alternatives to Development, Part 1: Environment and the Commons**


Guest speakers: Aijuan Chen

[for reading logs this week, your 4th comment can relate to the Week 8 or Week 9 class]

**Week 11 (July 14 & 16) Alternatives to Development, Part 2: Food sovereignty**


Video: Feeding the World

**Week 12 (July 21 & 23) Alternatives to Development, Part 3: Rethinking economic growth**


Week 13 (July 28 & 30) Conclusions and review

No readings this week

Aug 1: PROJECT due

Assessment of learning & due dates

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<tr>
<th>Assessment</th>
<th>Deadlines</th>
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<tr>
<td>Weekly reading logs</td>
<td>25 %</td>
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<td>Due every Sunday, starting May 11</td>
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<td>Finding Journal Articles/Library</td>
<td>May 23</td>
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<td>Resources &amp; What is Plagiarism?</td>
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<td>quizzes on LEARN</td>
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<td>Outline for class discussion</td>
<td>10 % (various weeks)</td>
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<td>(&amp; meeting with instructor)</td>
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<td>Leading class discussion</td>
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<td>Project outline</td>
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<td>Final project</td>
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<td>Mid-term test</td>
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<td>Final test</td>
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<td>TBC: August exam period</td>
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Weekly reading log (critical reading commentaries)

To reinforce the linkages between the course learning outcomes and the weekly readings, each week you are required to submit three comments, criticisms, or questions on the current week’s readings and one comment, criticism or question on the class content (video, guest speaker or student presentations) from the previous week. These four points (number them!) should be about two-thirds of a page of text (250-300 words) in total. They are to be uploaded on Learn by 11:59pm on Sunday of each week, starting in Week 2. Late submissions will not be marked, and you will not be given the chance to make up missed submissions.

For your three comments/criticisms/questions on the readings, do not merely summarize points raised by the authors, but instead address the implications of these points. In at least some of your comments, try to engage with the key arguments that the authors are making, rather than focusing on minor details. As a suggestion, discuss first what information, ideas, or content in the readings did you find helpful or useful to your thinking about development dynamics, and in what way? (Did the readings provide new information or concepts that made you think about these issues in a different way? Or did they reinforce your thinking on that topic? How did they relate to issues covered in earlier weeks of this course?) Second, what information, ideas or content in the readings did you disagree with or take issue with, and why?

You are expected to put considerable thought into preparing the reading logs. A key component of how this assignment is assessed is the quality (thoughtful, constructive, creative) and depth of your engagement with the authors’ main arguments and their implications. The content of the readings is often quite conceptual, and you will be expected to demonstrate a reasonable understanding of this material in your responses.
Leading class discussion

In groups of four, you will take on one week’s reading and will plan a 40-minute session to (i) recap key points from the readings (you could also include a relevant short video clip), (ii) present highlights from the reading logs submitted by the rest of the class, and (iii) lead the class in a short interactive (small or large group) activity to engage with ideas from the readings.

Some ideas for activities are listed here: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/activities-large-classes and https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities

Typically the group discussions will be on the Monday class. Your group should submit to me 10 days in advance, a two-page outline of your presentation plan. List the key points from each reading that you plan to present (this should be about one page), and an explanation of the activity that you will facilitate. Then meet with me during my office hours six days prior to your presentation (or at another agreed-upon time) to discuss my feedback and suggestions.

Teamwork: All members of the group are expected to contribute to all aspects of the project. It isn’t appropriate to divide the work in such a way that certain aspects of the project are mostly or entirely the responsibility of one person. Group projects can be extremely rewarding when individuals pull together and contribute fairly to the collective effort. At the same time, they can be extremely frustrating when some people don’t pull their own weight. All members of the team are individually and collectively responsible for keeping the instructor informed of how the team is functioning.

A group self-evaluation process will be used to ensure that individual contributions to the group project are evaluated fairly. **People who do not pull their own weight will not receive the full mark assigned to the project.** Every group member is required to submit a score with written justification for themselves and each member of their group (see guidelines on Learn). We may exclude or make adjustments for evaluations that have very weak written justification or if the written justification does not support the numeric score given (especially if the numeric grade given is low) or if one student’s evaluation is way out of line with others’ evaluations of the same student.

Research paper

To build skills in research, analysis, and writing, you are asked to prepare a short research paper. Guidelines for this will be provided on Learn.

Required completion of ‘Finding Journal Articles/Library Resources’ and ‘What is Plagiarism?’ quizzes on LEARN

In order to better prepare you for finding relevant library materials (particularly journal articles) for your research report, and to complete all your assignments without committing plagiarism, you are asked to review the two modules on LEARN about ‘Finding Journal Articles/Library Resources’ and ‘What is Plagiarism?’ and to complete the quizzes associated with each. You can re-do the quizzes until you have scored 100%. **You will not receive a grade for your research report unless you have completed these quizzes and scored 100%**.

Email policy

If you’d like to contact me outside of my scheduled office hours, please direct all course-related questions to me through LEARN. I prefer this to my regular email inbox, where your email may get lost amongst other messages. I will respond to your emails as promptly as possible. However, please be advised that I usually receive more than 50 emails per day that require a response. Therefore, it may take me a day or two to reply to
your message. If you do not hear back from me within three days (excluding weekends), feel free to contact me again in case the message got lost in the inbox backlog.

For general questions, please use the ‘Q&A’ webboard, where other students can see and also reply to messages. Any questions related to individual grades or a personal matter (e.g., health issue) may be sent as an email message.

Note that email is the official channel of communication between the University and its students. You are required to check your uwaterloo.ca email account regularly; I recommend that you check for course-related emails at least twice a week. If you use another email service (e.g., gmail), it is your responsibility to ensure that mail sent to your uwaterloo.ca account is forwarded to your other account.

**Submission of assignments**

Assignments only need to be submitted on Learn, not in hard copy.

For citing references in your assignments, please use **APA style**.

By submitting an assignment for this course, you are agreeing to the following:

- You have properly referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- You have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of group projects)
- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

**Turnitin:** Plagiarism detection software (Turnitin) will be used to screen assignments in this course for proper citation, referencing and instances of plagiarism. This is being done both as an educational activity for you and to verify that use of all material and sources in assignments is documented. You will be able to submit your assignments to Turnitin multiple times so that you can see how the software has analyzed your writing, and so that you can make adjustments if portions of your text are flagged as being problematic. If you have objections to having your work submitted to Turnitin, please inform me by May 17 to discuss alternative arrangements.

**Academic Integrity & Plagiarism:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)

Please familiarize yourself with the University of Waterloo’s policy dealing with plagiarism. Be especially careful when using materials obtained from the internet, and be aware that software available to instructors can be used to check student submissions for plagiarism (e.g. www.Turnitin.com). Plagiarism offices are treated seriously by the University and can result in significant penalties being assessed (e.g. failing grade on an assignment, repeating a course, suspension or expulsion).

Definition of Plagiarism: “The act of presenting the ideas, words or other intellectual property of another as one’s own.” - Source: University of Waterloo, Policy 71.

**To Avoid Plagiarism:** The use of other people’s work must be properly acknowledged and referenced in all written material such as take-home examinations, essays, laboratory reports, work-term reports, design projects, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under policy 71.
Please visit the on-line tutorial at [http://www.lib.uwaterloo.ca/ait/](http://www.lib.uwaterloo.ca/ait/). See ‘Check your understanding’ to learn more about what constitutes an academic offence.

**Late policy:** You are expected to take account of the possibility of computer or printer failure in planning your time. Emailed or faxed assignments will not be accepted. The penalty for late assignments is 5% of the total possible mark per day, including weekends and holidays. I will not accept assignments more than 5 days after the due date unless we have a prior arrangement.

**When You Cannot Meet a Course Requirement Due to Illness or Other Reasons:** There will be no unpenalized extensions on assignments except for illness, severe personal extenuating circumstances, or weather emergencies. When you find yourself unable to meet a course requirement because of medical, compassionate or other reasons, please advise me in writing by LEARN email; make sure to include your full name in your message. Where possible, you must contact the instructor in advance of the assignment due date, but otherwise as soon as possible after the due date. As a rule, you must provide appropriate documentation, for example, a note from your doctor indicating the dates during which you were ill, and describing the severity of your illness. *Manage your time carefully. Pressure of work alone is not an acceptable reason for seeking an extension without penalty.*

**Waterloo LEARN** (course website for Geog 203): Waterloo LEARN is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students, drop boxes for submissions, discussion boards, course e-mail, etc.), and provide feedback (grades, comments, etc.).

**Logging Into Waterloo LEARN:** Users can login to LEARN via: [http://learn.uwaterloo.ca/](http://learn.uwaterloo.ca/). Use your WatIAM/Quest username and password. If you still cannot get on after checking your password, please confirm with your instructor that you are on the class roster.

**Getting Help:** A D2L student guide can be found at: [http://av.uwaterloo.ca/uwace/training_documentation/student_index.html](http://av.uwaterloo.ca/uwace/training_documentation/student_index.html)

**Strongly recommended sources on writing skills**

For a fourth-year human geography course, you are expected to have a high level of writing competency. To further hone your skills, I strongly recommend the two sources below to all students.

*Writing Effective Essays and Reports*, by Rob de Loe (free online resource): [http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/](http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/)

Improve your grammar (free online resource): [www.grammarbook.com](http://www.grammarbook.com)

Two of my pet peeves are the use of term ‘the locals’ (in place of ‘local people’) and the incorrect use of ‘however’, as in the following sentence: “You have found good sources to draw on, however, they were not referenced properly.” (It should be broken into two sentences.)

I suggest you review the sources above for tips on addressing grammar issues such as this one, as well as and many other helpful hints to improve your writing—and your grades.

**University policies**

**Unclaimed assignments** will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.
Religious Observances: Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check Guidelines for Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).