

Geographies of Economic Development (GEOG 3404)

Prerequisite: GEOG 2200
or permission of the department.

Department of Geography & Environmental Studies, Carleton University, Fall 2020



Professor:

Andy Kusi-Appiah

Contact: AndyKusiAppiah@cunet.carleton.ca

Office: N/A

Office Hours: If you wish to discuss any issue (s) regarding the course with the professor, please send an email to andykusiappiah@cunet.carleton.ca and a zoom meeting will be set up with the professor within 24 hours upon receiving an email from a student. Please note, all conversations on zoom shall be recorded.

Lectures:
attendance)

Thursdays, 8:35-11:30am, Venue; Live stream online (mandatory student

Tutorials:

There will be no tutorials for this course.

Teaching Assistant: Lorna Quiroga, PhD. Candidate, Carleton University

COURSE OBJECTIVES

Geographers describe economic development as an uneven geographical process. In other words, wealth and economic activity grow more rapidly in some places than others, and this difference can exist even between places that are in close proximity to each other. Moreover, places that were once economically rich and dynamic can lose their edge over time, while others become increasingly successful. For example, the city of Detroit, Michigan, United States of America (an economic powerhouse until the 1960s) experienced ruinous decline at the same time as the economy of California's Silicon Valley became highly dynamic and prosperous. Given these spatial differences in economic fortunes, adopting a geographical perspective is indispensable if we are to make sense of economic development and how it unfolds across the planet over time.

This course aims to provide students with a foundational understanding of economic development from a geographic point of view. Rather than thinking of economic development narrowly as something that poor countries lack or try to achieve, we will approach it more comprehensively as the specific patterning of economic activity that occurs across geographic space and at various scales. Such an approach will enable us to learn about the linkages that shape the ebbs and flows of economic life within and between neighbourhoods, cities, nations, or regions everywhere around the world. Case studies from around the world are used to provide context specific, gender differentiated information about international development problems and promise.

The course will be delivered online through a set of lectures which survey a variety of issues in development studies.

LEARNING OUTCOMES

Students will gain a geographic understanding of the concept of uneven economic development and the key elements and actors of the processes it describes. Students will also gain an understanding of the historical and contemporary challenges of global inequality, debt, foreign aid and assistance, development institutions, the developmental state, sustainable development and alternative development. Students will also develop the ability to recognize and explain how economic development links different places at multiple spatio-temporal scales. Students will also learn about and acquire the ability to critically discuss some of the most important current issues and controversies related to economic geography.

CLASS FORMAT

The course meets once weekly and consists of a 3-hour time slot. Classes will be held online.

REQUIRED READINGS

There are no required textbooks for this course.

All required reading materials shall be available online through ARES (Carleton's electronic reserve system). See weekly lecture summary for weekly reading materials below.

COURSE WEBSITE

A web site for this course containing the course outline, a link to access the required readings, lecture slides, assignments, course-related links, and occasional announcements can be found on cuLearn. **Please note that lecture slides provide only a partial summary of the material presented in class; they are not a replacement for attending class and taking notes.**

EVALUATION

Students will be evaluated on the basis of four components:

- Two tutorial assignments of equal weight **worth 30%** (2X 15%) of the final grade combined.
- A midterm exam worth **30%** of the final grade (this will cover first part of the course – (i.e., **weeks 1-6**).

- A term paper worth **40%** of the final grade (instructions and rubrics for your term paper shall be posted on cuLearn by the second week of course).

PURPOSE OF LECTURES, ASSIGNMENTS AND READINGS

Readings, lectures, class discussions, guest speakers, audio-visual materials and assignments are designed to complement each other in meeting the course's learning objectives. Required readings establish the overall theme for each class, introducing key concepts, issues and information. Class lectures expand upon the readings, clarify key terms or issues, provide additional background context and present case study material to illustrate key concepts. Lectures will also incorporate guest speakers and audio-visual materials, as appropriate. The assignments provide the opportunity to deepen understanding and analysis of course-related themes and concepts. Students are expected to come to class prepared to discuss the readings in an informed manner.

All assignment disputes shall be resolved by the professor. If you have any problem/challenges regarding your assignment mark or grade, please go directly to the professor. Your TA should not have to respond to your enquiries concerning your mark/grade. It is the sole responsibility of the professor to respond to your queries about marks and grades, or any other questions regarding this course.

Submission and Grading of assignments:

The penalty for late assignments is 2% for each day past the assigned due date, unless accompanied by appropriate documentation as recommended by the University. In place of a doctor's note or medical certificate, students are advised to complete the self-declaration form available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments. The Registrar's Office's self-declaration form for academic accommodations can be found online at (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>); it can also be found on the Deferred Examination webpage (<https://carleton.ca/registrar/special-requests/deferral>). Students are also encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation.

Submit the electronic copy of your assignment, but please always *keep your own copy* of submitted assignments until after final grades have been posted for the course. In the assignments, use complete sentences that demonstrate your ability to convey ideas in a clear and grammatically correct manner. Each assignment should have a header with a title, your name, your student number, the course number, the professor's name, your teaching assistant's name and the actual date of submission. Your assignments will be marked and grades will be posted on the course's cuLearn site. Students are responsible for checking their assignment grades on cuLearn. Final grades are subject to the Dean's approval.

Late assignments are strongly discouraged, but can be submitted on the cuLearn assignment dropbox. Please note that this dropbox will be open for five days

after the due date. After that it will be closed and no more assignments will be accepted.

The name of the professor must be on all pages of your assignment. Your electronic filename should include your surname, course code and assignment number: e.g. Kusi-Appiah GEOG3404

If you are having problems with submitting your assignment on cuLearn please contact the professor by email with an attached copy of the assignment. You should then make arrangements to get someone at Educational Media Services to help you sort out your problem.

NOTE: Do not use this as an excuse to get more time to do the assignment.

LECTURE SCHEDULE

**Please note that lecture topics, required readings and audio-visual resources are subject to change at the discretion of the instructor.*

Date	Topic	Reading
Sept 10, 2020	<p>Introduction to course: topics, assignments, evaluation & overall approach:</p> <ul style="list-style-type: none"> -What is geography? -What is development? -What is economic development? 	<p>Required: Barnes, T., and Christophers, B. (2018). Economic Geography: A Critical Introduction. Wiley-Blackwell. (Chapter 1: Why economic geography is good for you, pp1-22): Chapter 2: What is economic geography?, pp. 25-50); Chapter 5 Theory and Theories in Economic Geography, pp.107-152).</p> <p>Mehmet, O. (2002). Westernizing the Third World, Chapter 1</p> <p>Recommended: Milanovic, B. ‘The Two Faces of Globalization: Against Globalization as We Know It’.</p> <p>Drache, D. ‘The Great Global Poverty Debate’, pg. 6-18.</p>
Sept 17, 2020	A Brief History and Geography of Economic Development	<p>Required: Barnes, T., and Christophers, B. (2018). Economic Geography: A Critical Introduction. Wiley-Blackwell. (Chapter 3: Inventing Economic Geography: Histories of a discipline, pp.50-75).</p> <p>Barnes, T., and Christophers, B. (2018). Economic Geography: A Critical Introduction. Wiley-Blackwell. (Chapter 7: Unboxing Economic Geography, pp.156-184).</p> <p>McMichael, P. (2016). Development and social change: a global perspective (6th edition)SAGE Publications, Inc. chapter 1.</p> <p>Recommended: Mehmet, O. (2002).Westernizing the Third World - Chapter 2.</p> <p>Blaut, J.M. (1993). The Colonizer’s model of the world: geographical diffusionism and</p>

		Eurocentric history. The Guilford Press, NY, NY 10012. Pp.1-43.
Sept 24, 2020	Modern Theories of Development	<p>Required: Peet, R. & Hartwick, E. (2015). Theories of Development, Third Edition: Contentions, Arguments, Alternatives. The Guilford Press. Pages – Chapter on Economic theories of growth and development. ISBN-13:978-1462519576, ISBN-10: 1462519571.</p> <p>Mehmet, O. (2002). Westernizing the Third World, Chapter 3.</p> <p>McMichael, P. (2016). Development and social change: a global perspective (6th edition). SAGE Publications, Inc. Chapter 9.</p> <p>Matunhu, J. (2011). A critique of modernization and dependency theories in Africa: Critical assessment, in African Journal of History and Culture Vol. 3(5), pp. 65-72, June 2011. Available online at http://www.academicjournals.org/AJHC ISSN 2141-6672 ©2011.</p> <p>Recommended: Video: https://www.sophia.org/tutorials/modernization-and-dependency-theory--3</p>
Oct 1, 2020	Development Institutions and Aid	<p>Required: Mehmet, O. (2002). Westernizing the Third World, Chapter 6</p> <p>KAIROS, ‘At 60 IMF and World Bank Should Retire’</p>
Oct 8, 2020	Uneven Socio-Economic Development – Inequality, Health, Education	<p>Required: Wade, R, ‘The Rising Inequality of World Income Distribution’</p> <p>Klees, S. ‘Aid, Development, and Education’</p> <p>Labonte, R. (2008). ‘Towards Health-Equitable Globalization: Rights, Regulation and Redistribution’ Chapter 3.</p> <p>SAPRI, ‘The Policy Roots of Economic Crisis & Poverty’, Chapter 8 http://www.rrojasdatabank.info/saprin/SAPRIN_Exec_Summ_Eng.pdf</p>
Oct 15, 2020	Regional Journeys	<p>Required: Perrault, T. and P. Martin (2005). ‘Geographies of neoliberalism in Latin America’, in Journal of Environment and Planning A., vol. 37, p191-201.</p>

		<p>Park, J.H. ‘The East Asian Model of Economic Development and Developing Countries’. Journal of Developing Societies, Volume: 18 issue: 4, page(s): 330-353. https://journals.sagepub.com/doi/abs/10.1177/0169796X0201800403?journalCode=jdsb</p> <p>Konadu-Agyemang, K. (2010). ‘The Best of Times & the Worst of Times: Structural Adjustment Programs & Uneven Development in Africa’, Journal of the Professional Geographer, Vol. 52 – Issue 3. https://www.tandfonline.com/doi/abs/10.1111/0033-0124.00239</p>
Oct 22, 2020	Mid Term examination (2 hours)	
Oct 29, 2020	No Class	
Nov 5, 2020	Causes/Effects of Development	<p>Required: Newland, K. (2011). ‘Migration and Development Policy: What Have We Learned?’ Migration Policy Institute.</p> <p>Nafziger, E.W. and Auvinen, J. (2004). ‘Economic Development, Inequality, War, and State Violence’. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=316873</p> <p>Qayyum, U., Anjum, S. & Sabir, S. Religion and economic development: new insights. <i>Empirica</i> (2019). https://doi.org/10.1007/s10663-019-09456-3</p> <p>McLeary, R. (2008). Religion and Economic Development. https://www.hoover.org/research/religion-and-economic-development</p> <p>Aidt, T. (2009). ‘Corruption, institutions, and economic development’. https://www.repository.cam.ac.uk/bitstream/handle/1810/229400/0918.pdf?sequen</p> <p>Coronavirus research https://www.ssrn.com/index.cfm/en/coronavirus/</p>
Nov 12, 2020	The Changing Scale of Development	<p>Required: Davis, M. (2004). ‘Planet of Slums – Urban Involution and the Informal Proletariat’. http://www.foresightfordevelopment.org/sobipro/54/503-planet-of-slums-urban-involution-and-the-informal-proletariat</p> <p>Karim, L. (2008). ‘Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh’, Journal of Cultural Dynamics https://journals.sagepub.com/doi/10.1177/0921374007088053</p> <p>Luenen, C. (2010). ‘The Coming Three-Bloc World’, in Journal of Political Insight, Volume: 1 issue: 3, page(s): 98-100. https://journals.sagepub.com/doi/10.1111/j.2041-9066.2010.00042.x</p> <p>La Porta, R. and Shleifer, A.(2008). ‘The Unofficial Economy and Economic Development’ https://www.nber.org/papers/w14520</p>

Nov 19, 2020	Sustainable Development?	<p>Required: Schweikart, D. (2008). 'Is Sustainable Capitalism an Oxymoron', Perspectives on Global Development and Technology, 8, (2-3):557-578. https://philpapers.org/rec/SCHISC-10</p> <p>Jackson, T. (2009). 'Prosperity Without Growth' pp. 5-13 https://www.growthintransition.eu/wpcontent/uploads/prosperity_without_growth_report.pdf</p> <p>Rockstrom et al. (2009). 'Planetary Boundaries: Exploring the Safe Operating Space for Humanity' Green Growth Leaders. 'Shaping the Green Growth Economy.' Ecology and Society, 14 (2):32 https://www.stockholmresilience.org/download/18.8615c78125078c8d3380002197/ES_2009-3180.pdf</p>
Nov 26, 2020	Alternatives and Resistance	<p>Required: Rapley, J. (2004). 'Development Studies and the Post-Development Critique', Progress in Development Studies 4,4 pp. 350–354. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.894.7594&rep=rep1&type=pdf</p> <p>Prempeh, E. 'Anti-Globalization Forces, The Politics of Resistance and Africa: Promises and Perils' Pieterse, J.N. 'After Post-Development', Journal of Black Studies, Volume: 34 issue: 4, page(s): 580-598</p> <p>Jung, Hoyoon, (2018). The Trans-disciplinary globalization debates over the last two decades, small consensus, big controversies, Journal of Globalization Studies, Vol. 9, #2.</p> <p>Choudry, A. (2010). 'What's Left? Canada's Global Justice Movement & Colonial Amnesia.' Journal of Race and Class, Volume: 52 issue: 1, page(s): 97-102 https://journals.sagepub.com/doi/abs/10.1177/0306396810371769</p>
Dec 3, 2020	Course Review	Course summary and exam review

Instructional and Conduct Offences

Carleton University has clear and firm policies regarding instructional and conduct offences. Instructional offences include among other activities cheating, contravening examination regulations, plagiarism, submitting similar work in two or more courses without prior permission, and disrupting classes. Conduct offences apply in areas of discrimination and sexual harassment. Further information about University regulations which define and regulate these offences can be found at <http://www1.carleton.ca/studentaffairs/academic-integrity/>.

Plagiarism is one kind of instructional offence. Examples of plagiarism include:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- Submitting an assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- Handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

For more information on how to cite sources, refer to the library web page "*Citing Your Sources*" available at <http://www.library.carleton.ca/help/citing-your-sources>.

Plagiarism is a serious offence which cannot be resolved directly with the course instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include sanctions ranges from a grade of zero for the assignment to suspension from your program of study.

Academic Accommodations:

Carleton provides academic accommodation to students <https://students.carleton.ca/course-outline/> for reasons of disability, religious observance, pregnancy and/or parental leave, sexual violence, and student activities.

Providing accommodations simply means providing alternatives to students who cannot perform the essential requirements of their academic programs due to the reasons mentioned above. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the university.

This section provides only a brief overview of the accommodations policy and process. Please contact Equity and Inclusive Communities for a full explanation.

Religious Observation

A request should be made in the first two weeks of the academic term, or as soon as possible where the scheduling of an event or activity conflicting with a religious obligation does not appear in the course outline or calendar. A list of multi-faith holy days is accessible through the [Equity Services website](#). Instructors can also contact Equity Services to confirm the eligibility of a religious event or practice.

Pregnancy and/or Parental Leave

Requests for parental leave must be made in writing to the Registrar's Office, or in the case of graduate students, to the Office of the Dean of Graduate and Postdoctoral Affairs.

A student who is pregnant may request a temporary modification to her program (e.g., laboratory or field work). The student should meet with the instructor(s). The department chair/director and the faculty dean can assist in the discussion. An Equity Services advisor can also be consulted if a student has questions about pregnancy and/or parental leave.

Students with Disabilities

Carleton is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The university has a [Senate-approved policy on academic accommodation](#) that forms part of its human rights policy. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning outcomes and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning outcomes of any course or program, rule, regulation, or policy at the university.

Some students with disabilities may require special accommodations for tests and exams. In these cases, students must present you with a signed accommodation form from the Paul Menton Centre detailing their accommodation needs well in advance of the date of an exam.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit carleton.ca/sexual-violence-support.

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see [the policy](#).

Contacts

Equity Services
503 Robertson Hall
613-520-5622
equity@carleton.ca
carleton.ca/equity

Paul Menton Centre
501 University Centre
613-520-6608
pmc@carleton.ca
carleton.ca/pmc

DRAFT