

Geography 3682 – International Development

University of Colorado, Boulder

Spring 2021 Online

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Course Description

International Development has been a key component of diplomatic, economic and peace-keeping efforts since the mid-20th century. Development institutions (e.g., the World Bank, the International Monetary Fund, the United Nations, etc.) argue that international development is the cornerstone of progress that will lead to economic growth, democracy and an improved quality of life for people all over the world.

However, over the past half-century, development projects have had devastating impacts for the world's most vulnerable populations, the environment, and peace and human rights. Disparities in wealth and health continue to increase between and within countries around the world. Critics of development argue that its colonial and imperial origins make it inherently racist, sexist, and focused on increasing wealth and prosperity for a few rather than for the many.

Why then, does development continue to be the desired path to progress? Objectives of improving the well-being of society cannot be denied. Still the question remains of whose well-being is being improved, and at what cost to whom? As political and economic turmoil from Chile to China and everywhere in between has been exacerbated by COVID-19, it is important for us to ask these questions and to consider what development has got to do with it. A critical engagement with development studies should aim to answer these questions and, if possible, come up with alternative solutions to the unevenness of development.

A Geography of International Development helps us to see the historical and spatial effects of development projects around the world and gives us the tools with which we can imagine a better development. This class aims to help us understand how development and underdevelopment have been historically co-produced, how different groups are actively in the process of creating alternative forms and meanings of development, and ultimately what the future of development will look like.

Learning Objectives

1. Students will define development as an international project.
2. Students will identify the historical relationship between capitalism and development.
3. Students will identify spatial relationships between places implicated in development.
4. Students will apply critical development concepts to areas of interest to them.
5. Students will synthesize the history of development.

6. Students will evaluate the trajectory of development determine how development could be more inclusive.

Required Texts

***The History of Development: From Western Origins to Global Faith* by Gilbert Rist (3rd edition or later)**

https://www.amazon.com/s?k=history+of+development+rist&i=stripbooks&ref=nb_sb_noss

The first half of the course we will be reading from Gilbert Rist's *The History of Development: From Western Origins to Global Faith*. Chapters from the book will be listed in the following format: "Rist (chapters)" and will also be available in the modules tab. We will not be reading the chapters in order and some weeks will be supplemented by other sources; be sure to check the calendar every week for the reading schedule.

Readings for the second half of the course will consist primarily journal articles, news pieces, videos or book chapters on Canvas. These will be listed in the calendar by Author, year, and pages as needed. PDFs or links to videos and other online resources will be available in the modules tab.

Assignments

This is a writing intensive course. All assignments are designed to improve your skills in comprehension, writing, synthesis and reflection. Assignments must be turned in by Friday 11:59pm the week that they are due unless otherwise specified. See course calendar for all assignment deadlines. Assignment guidelines and drop boxes can be accessed through the modules tabs in Canvas.

Quizzes (15% - 10 pts each)

There will be a total of six quizzes. Reading quizzes will consist of multiple choice and true/false questions to gauge your understanding of foundational concepts and material that we will explore in-depth throughout the course. These quizzes will be open-note and have no time limit. The lowest quiz grade will be dropped.

Discussion Posts (15% - 10 pts each)

There will be a total of six discussion posts. Discussion posts are designed to help you apply course concepts to films, real-world examples, your own experiences and current events as directed by the discussion prompts. For full points, you will also need to respond to a minimum of two classmates' discussion posts by 11:59pm the following Monday. The lowest discussion post grade will be dropped.

Map Journals (20% - 25 pts each)

To finish off each unit, you will be asked to complete a map journal. For these assignments, you will apply course concepts, the regions and contexts that we have covered in class to your own life. How have concepts shown up in your daily life? How have places that are important to you been shaped by some of the global processes of region formation that we have covered in each unit? In addition to answering these questions through writing, feel free to supplement your answers with maps, images,

audio/music, or videos that help to illustrate your thoughts. Be sure to cite all of your sources.

Country Papers (40% - 100 pts each)

There will be two country papers for this class, each between 1800 and 2000 words in length. The papers will be due at the end of the second and third units and will apply the concepts from the unit to a country of your choice. You should use the same country for each paper. Below are brief overviews of each paper. More guidelines are available on Canvas.

Paper 1 (50 pts)

Unit 2 covers the history of development as an international project. You will focus on the history of development in your chosen country. What does Development look like in your country? What has the trajectory of Development been? What were key moments that determined that trajectory? What has the role of international and domestic actors been? What have the political, economic and social impacts of Development been?

Paper 2 (50 pts)

Jumping off from your first paper, you will look forward to imagine what a better development could look like for your chosen country. Unit 3 covers development alternatives or alternatives to development. Drawing on what we have covered throughout the semester, what would make development better? Some questions you might ask include: What have the impacts of conventional development been? What kinds of alternatives to development/development alternatives would improve the lives of more people? Do these fit with Sustainable Development Goals or do we need to rethink development completely?

Final Reflection (10% - 50 pts)

Instead of a final exam, you will be given a series of prompts to help you reflect on your learning and experience of the course throughout the semester. You should cite course material (lectures, films, readings and assignments) in your responses. See assignment guidelines for more information.

Grades

The grade scale for this class is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Course Expectations

Deadlines

All assignments are due via Canvas by 11:59pm MT on the due date. With the exception of discussion posts, written assignments should be submitted as a PDF or Word Doc file to the appropriate Canvas dropbox. Links to assignment dropboxes, discussion posts and reading quizzes will all be available in the weekly modules. Late assignments will lose 10% per day late.

Communication

Please email me (gabriella.subiasmith@colorado.edu) if you have any questions or concerns. If you have not received a response from me within 48 hours, please resend your email.

Reading

Make sure to stay on top of reading as you go through each of the modules. You will be held accountable for reading material in weekly assignments (Reading Quizzes, Discussion Posts and Map Journals).

Plagiarism

DON'T DO IT. Plagiarism is the use of someone else's ideas or words without proper citation. Make sure to cite all sources and do your best to paraphrase. "Self-plagiarism" is the act of re-using assignments from other classes without instructor permission. All assignments will be entered into the TurnItIn.com system via canvas and will be checked for plagiarism. If plagiarism is detected, you will receive a ZERO for the assignment and will be reported to the CU Honor Code.

Inclusivity

This course welcomes students from all backgrounds and walks of life to share their knowledge and experiences as part of the learning process. You will treat and be treated by others with dignity and respect, regardless of race, ethnicity, sex, gender, age, national origin, religion, education, languages spoken, and other identities that you bring to the table. We will celebrate our diverse perspectives to facilitate a positive learning environment. *Remember:* Your experience of the world is valid and is important for how we understand each other both inside and outside of the classroom. Together, we can build a more inclusive and compassionate world.

Netiquette

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile is welcome, anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways

they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.

6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done.

Website: <http://www.albion.com/netiquette/corerules.html>

Compiled by Melissa Landin, Instructor, Dept. of Communication, Inver Hills Community College, mlandin@inverhills.edu

Fall 2020 Class Calendar

Week	Topic	Readings	Assignments
Unit 1: Introduction to Development			
Week 1 (1/25 - 1/29)	Introduction: What is Development?	Rist Introduction & Ch 1	Quiz 1(1/29) Discussion 1 (1/29)
Week 2 (2/1 - 2/5)	How do we talk about Development?	Hart 2001 Sharp 2009	Quiz 2 (2/5) Discussion 2 1 (2/5)
Unit 2: A History of Development & Underdevelopment			
Week 3 (2/8 - 2/12)	Colonization (1492 - 1800)	Davis 2000 Quijano 2000 Frankema 2015	Map Journal 1 (2/12)
Week 4 (2/15 - 2/19)	Decolonization (1800s - 1950)	Craib 2017 Getachew 2020	Discussion 3 (2/19) Quiz 3 (2/19)
Week 5 (2/22 - 2/26)	Export-Import, ISI, Basic Needs (1945-1979)	Rist Ch 4 - 7 & 9	Country Proposal (2/26)
Week 6 (3/1 - 3/5)	Neoliberal Development (1980s - present)	Watts 1994	Quiz 4 (3/5) Discussion 4 (3/5)
Week 7 (3/8 - 3/12)	Sustainable Development: a new form of development?	Black 2007 Bakker 2010	Paper 1 (3/12)
Unit 3: Turning Development on its Head			
Week 8 (3/15 - 3/19)	Contesting Neoliberalism	TBD	Map Journal 2 (3/19)
Week 9 (3/22 - 3/26)	Land & Agrarian Movements	Borras et al 2008 Peluso et al 2008	None! Enjoy your wellness day!
Week 10 (3/29 - 4/2)	Autonomist Movements	Rist Ch 8 Mitropoulous 2007	Quiz 5 (4/2) Discussion 5 (4/2)
Week 11 (4/5 - 4/9)	Feminist Development	Aguinaga et al 2013 Federici 2018	None! Plan ahead
Week 12 (4/12 - 4/16)	Indigenous Development	Cusiquanqui 2012 Banerjee 2011	Paper 2 (4/16)

Week 13 (4/19 - 4/23)	Ecocentric Development	Gudynas 2013	Quiz 6 (4/23) Discussion 6 (4/23) Map Journal 3 (4/23)
Week 14 (4/26 - 4/30)	Off the Map	Rist Ch 14	Final Reflection (4/30)