

# GEO 705: Theories of Development

Thursdays, 5:00-7:45

Eggers 155

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Office Hours: Tuesdays 1-3pm

or by appointment

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## Course Overview

This course provides a critical overview of development theory. We will trace ideas of development from the 19<sup>th</sup> century forward, with a particular emphasis on development thinking in the post-World War II period. Our treatment of various theoretical approaches will proceed more or less chronologically, in an attempt to understand the ways that various ideas (particularly from the political left and right) have responded to one another over time. As such, we will read these bodies of literature as ongoing debates on the political economy and cultural politics of development.

Please note that this is a course on development *theory*. It is *not* a class on development policy, nor is an applied course on development practice. You will not finish the semester with a ready set of policy and practical tools. My hope is that you *will* come away from the class with a set of critical, theoretical tools, which will enable you to analyze the processes, relationships and phenomena involved in what we call 'development.' Our aim is to critically examine development thinking and its evolution over time. With this in mind, you will have an opportunity to apply these ideas in a more practical, problem-oriented way in your final research paper, if you wish to do so.

## Course Requirements

This course has a heavy reading load. Be prepared to spend several hours each week wading through the literature. You are expected to do *all* assigned readings and come to class ready to discuss them critically. During the semester, you will be expected to submit a total of **six critical response papers**. These should be short (1-2 pages single spaced), and engage directly with the week's readings. Critical responses may present questions, rebuttals, syntheses of key ideas, or critical analyses of themes in the week's readings. Keep in mind that these should be *critical* in nature, and should make an argument in response (or in relation) to the readings. They should *not* merely summaries of the key points in the week's readings. You only need to turn in six of these, and you may choose when to submit them (and therefore, which readings to respond to). I will be traveling some during the semester, and there are no readings the first and last weeks, so look at the course schedule carefully and decide ahead of time which weeks you will submit your critical

response papers. It is your responsibility to keep track of your papers and make sure you submit all of them by the end of the semester. Your response papers should be thoughtful, well written and free of mechanical errors. Papers of rough draft quality will not be accepted. No late papers will be accepted unless prior arrangements are made. Your critical response papers are worth 10 points each.

Two-thirds of your grade will be based on a **final paper** of roughly 6000 words (around 22 pages of text, double spaced). This should be a polished, final draft, free of spelling and mechanical errors. Papers of rough draft quality will not be accepted. Your paper must be fully referenced and include a detailed bibliography. You may use any citation system you like (footnotes, in-text citation, etc.), as long as it is comprehensive and consistent. You may write your paper on any topic you wish related to development, and based on themes covered in the class. Whatever the topic of your paper, I do expect you to address questions in development theory. If you prefer, you may use this assignment to write a research proposal, literature review essay, or a chapter draft for a thesis or dissertation. Regardless of the direction your paper takes, you are required to submit a paper proposal of about 2 pages, detailing (1) the research problem you will examine in the paper, and (2) the research questions you will address. Your proposal should also include a short, preliminary bibliography (of about 8-10 sources) of key works relevant to your topic. The proposal is due in class on **October 30**, and final papers are due on **Monday, December 8 by 4:00 pm** (they must be in my mailbox in the Geography Department office, 144 Eggers Hall, by no later than 4:00 pm). Do not email papers to me. Unless prior arrangements are made, late papers will not be accepted. Please do not ask for extensions. You have all semester to work on this paper, and I will have no patience with last-minute appeals.

### Required Texts

- Li, Tania Murray 2007. *The Will to Improve: Governmentality, Development and the Practice of Politics*. Duke University Press.
- Peet, Richard with Elaine Hartwick 2009. *Theories of Development: Contentions, Arguments, Alternatives* (2<sup>nd</sup> edition). New York: Guilford.
- Wainwright, Joel 2008. *Decolonizing Development*. London: Blackwell
- Yeh, Emily 2013. *Taming Tibet: Landscape Transformation and the Gift of Chinese Development*. Ithaca: Cornell University Press.

Additional readings will be available via Blackboard.

### Grading

There are 200 points possible in this class, which will be divided as follows: final paper (100 points), six critical response papers (10 points each; 60 points total), and class participation (40

points). Your participation grade will be based on your attendance and participation in class discussion. You are expected to participate to some degree in every discussion. Those of you who are naturally shy may need to push yourselves beyond your comfort level. Those of you who normally like to talk a lot in class should moderate your participation, in order to leave space for others. Reading is essential, and should form the basis of your class participation (i.e. if you don't do the readings, don't speak in class; if you don't speak in class, I'll assume you haven't done the readings). I will hand out automatic F's to anyone who begins a sentence, "I didn't do the readings, but I think..." (don't laugh - this has happened!).

### To Recap:

Final paper	100 points
Critical response papers (6 x 10)	60 points
Class participation	40 points
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TOTAL	200 points

### Cell Phones and Laptops

Please be sure that your cell phones are silenced *before* coming to class. Text messaging during class will not be tolerated. Use of laptops for any purpose other than note taking is not acceptable. This is common sense and common courtesy. Persons using electronic devices inappropriately during class will be asked to leave.

### Plagiarism and Academic Honesty

Plagiarism is a very serious breach of academic honesty, and will not be tolerated in this class. **If you are caught plagiarizing you will automatically receive an F for the course.** There will be no exceptions.

The easiest way to think of plagiarism is the written use of other peoples' ideas or words without proper citation. Students are responsible for knowing University definitions and rules regarding academic honesty. For more information on plagiarism and how to avoid it, please see: <http://researchguides.library.syr.edu/content.php?pid=28194&sid=205457>

### Disability-Related Accommodations

Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 304 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to Dr. Perreault and review those accommodations with him. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, Office of Disability Services <http://disabilityservices.syr.edu/>

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Aug 28	Course introduction: What are we talking about when we talk about 'development?'	
<i>Part I: Conceptualizing Development</i>		
Sept 4	Theorizing Development	<i>Peet and Hartwick: ch 1-2</i> Cowen and Shenton Escobar 1995 (ch 1-2) Larrain (Intro) Pigg Bebbington 2004
<i>Part II: Theories of Development and the Capitalist World System</i>		
Sept 11	Modernization Theory	<i>Peet and Hartwick: ch 4</i> Hoselitz Rostow Huntington Rist (ch. 6)
Sept 18	Dependency Theory	<i>Peet and Hartwick: ch 5</i> Kay Frank 1966, 1967 Cardoso Chilcote 1974 Larrain (ch 3)
Sept 25	Neoliberalism and structural adjustment	<i>Peet and Hartwick: ch 3</i> Williamson World Bank de Soto (& Vargas Llosa) Harvey Stiglitz Mohan et al.
Oct 2	The Marxist impasse and the rise of	Booth 1993

post-dependency 'actor-oriented,'  
and 'grassroots' approaches

Corbridge  
Chambers  
Sen  
Fox  
Bebbington 1999, 2000

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Oct 9            No class today            start readings for next week

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Oct 16            Poststructuralism, postcolonialism  
and 'Anti-development'            *Peet and Hartwick: ch 6*  
Ferguson  
Escobar 1995 (ch. 3)  
Esteva  
Yapa  
Radcliffe  
*Wainwright (whole book)*

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Oct 23            No class today            start reading Li for next week

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Oct 30            Power, knowledge and development            *Li (whole book)*

*Paper proposals due in class*

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Nov 6            Feminist critiques and  
'Gender and Development'            *Peet and Hartwick: ch 7*  
*Yeh (ch. 1-2)*  
Jaquette & Staudt  
Chant  
O'Reilly

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Nov 13            The gift of Chinese development            *Yeh (ch. 3-7 + Conclusion)*

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Nov 20            No class this week (work on your papers!)

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Nov 27            *Thanksgiving Holiday - No class this week*

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Dec 4            Student presentations            no new readings

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**Final papers due Monday, December 8, by 4:00pm  
(you can submit them in the Geography Department office, 144 Eggers Hall)**

## Bibliography

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