

### **GEOG\*6450: Development Geography**

Instructor: Dr. Kate Parizeau  
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Class meetings: Mondays 11:30am-2:20pm, HUTT 234  
Office hours: By appointment (please email to arrange)

#### **Land Acknowledgement:**

The University of Guelph (and our classroom) are located on the traditional lands of the Attawandaron people, and the treaty lands of the Mississaugas of the Credit. I also acknowledge the presence of other First Nations, Métis, and Inuit neighbours on this land. As a scholar in and of this place, I believe it is important for us to learn about and respect the relationship of Indigenous peoples to this land.

#### **Course Description:**

*Graduate Calendar description:* “Group identities at various scales in relation to concepts of territory and territoriality, and their changing impact on the world's political map.”

In this course, we will consider diverse historic and contemporary aspects of the field of development geography. We will explore different theoretical perspectives that have contributed to the field, and will also investigate empirical case studies of development issues as they pertain to both the Global South and Global North.

#### **Course Objectives:**

- To develop students’ knowledge of key topics in development geographies;
- To encourage critical intellectual engagement with the concept of “development” and its relationship with geographical phenomena;
- To investigate dynamic processes of social, economic, and cultural change in the Global South;
- To consider the evolving relationship between diverse actors in the Global South and the Global North;
- To develop research, reading, writing, and presentation skills, as well as critical thinking.

#### **Class Format:**

This course will be conducted as a seminar. I will often provide a contextual overview of the weekly topics at the beginning of each class, but most of our class time will be dedicated to discussion. Students will each take responsibility for leading part of one class by way of seminar presentations. All students are expected to have completed the assigned readings before the class meetings, and to come prepared with observations, reflections, and questions from the readings. We will be using CourseLink as an electronic resource for announcements, accessing course materials, and submitting assignments.

**Evaluation:**

Participation:	25%
Academic reflection #1:	10%
Academic reflection #2:	10%
Seminar presentation:	20%
Term paper proposal:	Pass/Fail
Term paper:	25%
Peer reviews of paper drafts:	10%

**Late work will be penalized 5% per day that it is overdue.** I am open to granting extensions: please come and speak with me well in advance of deadlines for accommodations.

**Participation** will be assessed through contributions to class discussions (both during class meetings and via Courselink discussion boards). Regular class attendance is required for meaningful participation.

The **Academic reflections** (due date **February 3<sup>rd</sup>** and **February 17<sup>th</sup>** at 11:59pm) are two 1,000 word commentaries on the field of development geography, its contributions to knowledge, and the future potential of this academic field. Academic reflection #1 will cover the readings from Weeks 1-4, and Academic reflection #2 will cover the readings from Weeks 5-6. The following questions are meant to guide your reflections: What does the field of development geography contribute to our understanding of contemporary and historical development issues? What insights has development geography enabled? What future issues is this field well positioned to address? You will be assessed on your familiarity with the course readings, your ability to synthesize different perspectives on the field of development geographies, and your understandings of the dynamics of development processes. The only resources required to complete the reflection are the course readings. Any style of referencing is acceptable, as long as you are consistent.

**Seminar presentations** will take place during Weeks 7-11 (dates TBD). Each student will be responsible for leading the class for 50-60mins, including a 20-25min presentation and 30-40mins of guided discussion / class activity. The student will assign a reading that addresses a theoretical / conceptual issue in development geographies of relevance to the week's topic; this reading must be provided to the instructor at least one week in advance for distribution to the class. The student's presentation will introduce this concept (e.g. providing context, historical development of the idea, key academic debates, application to development practice, etc.), and will also develop at least one case study that confirms, complements, complicates, or challenges the development geography concept at hand. The student will then lead the class in guided discussion, or in an activity that enables and provokes class discussion. When there are multiple student seminar presentations per class, content co-ordination between presenters is encouraged.

Your **Term paper proposal** (due date **March 3<sup>rd</sup>** at 11:59pm) will consist of a paragraph that describes the context of your paper topic, the argument that you plan to make in your paper, and a brief outline of how your argument will be structured. You will also include a bibliography of three academic references that you plan to use in preparing your paper. Any style of referencing is acceptable, as long as you are consistent.

**Term papers** (due to peer reviewers **March 31<sup>st</sup>** at 11:59pm, and a final version to the instructor on **April 14<sup>th</sup>** at 11:59pm) will develop an argument on a topic of relevance to the course in approximately 3-4,000 words. This will be a research paper drawing on academic evidence, although non-academic evidence can also be used to supplement your analysis. You may use any

referencing style of your choice, as long as you are consistent. You will have latitude in designing the style and focus of your paper, and you are strongly encouraged to consult with the instructor over the term in preparing your analysis.

**Peer reviews of paper drafts** (due to authors and the instructor **April 7<sup>th</sup>** at 11:59pm) will be conducted by students for two of their fellow classmates, as assigned by the instructor. Each student will receive two reviews to assist in preparing the final draft of their paper. Your peer reviews should each be approximately 500 words, and will be assessed by the instructor for their completeness and for the quality of the feedback provided. Guidelines for conducting peer reviews will be circulated via Courselink and discussed in class.

**Readings and course schedule:**

Access to course readings is available through Courselink and through the library’s Course Reserves system. Some readings will be assigned by your classmates as the course progresses; all material will be made available at least one week in advance of the relevant class. Please check Courselink regularly to ensure that you have access to all required readings.

***Reference texts available on course reserve:***

- Beall, J. et al (eds). 2010. Urbanization and Development: Multidisciplinary Perspectives. Oxford University Press.
- Gregory, D., R. Johnston, G. Pratt, M. Watts, and S. Whatmore (eds). 2009. The Dictionary of Human Geography (5th Edition). Wiley-Blackwell: Oxford.
- McDowell, L. and J. Sharp (eds). 1999. A Feminist Glossary of Human Geography. Arnold: London, New York.

Week	Date	Topic	Readings
1	Jan. 9 <sup>th</sup>	• Introduction to “Development Geography”	Glassman 2001 Smith 2000 Heleta 2017 (blog)
2	Jan. 16 <sup>th</sup>	• Theorizing uneven development	Peet and Hartwick 2009 (Ch. 1) Sumner 2010 Santos 2018 The World Bank 2018 (pp. 1-13)
3	Jan. 23 <sup>th</sup>	• Uneven development (cont.)	Post-colonialism and post-development definitions Escobar 2012 (Ch. 1) Blaikie 2000 Mohan and Stokke 2000 McEwan 2003
4	Jan. 30 <sup>th</sup>	• Uneven development (cont.)	Castells 2000 (Ch. 2) Bebbington 2003 Parnell and Robinson 2012
5	Feb. 6 <sup>th</sup>	• The ethics of development geographies	Miraftab 2004 Sundberg 2005 Swanson 2008 Lahiri-Dutt 2017

Week	Date	Topic	Readings
6	Feb. 13 <sup>th</sup>	• The ethics of development geographies (cont.)	Wilson 2011 Jolly 2011 Enns et al. 2014 Bartlett et al. 2012
<i><b>NB: No class on Feb. 20<sup>th</sup> (Winter Break)</b></i>			
7-11	Feb. 27 <sup>th</sup> – Mar. 27 <sup>th</sup>	• TBD – student presentations	TBD
12	Apr. 3 <sup>rd</sup>	• Conclusions	N/A

**Potential topics for Weeks 7 – 11 (choose a concept within these fields):**

- Migration and development
- Environment and development (e.g. “Liberation Ecologies”)
- Social difference and development (gender, race, queering development etc.)
- Indigeneity and development
- Urbanization and development
- Postcolonial geographies
- Social movements and development
- North-South relations
- South-South partnerships
- The changing geographies of aid
- Food sovereignty, food aid, etc.
- Health policy, health aid, etc.
- Fair trade or ethical consumption as development
- War, violence, and development
- Representation and development
- Tourism, voluntourism, and development
- Colonial apologists
- There are many other options that we can discuss...

## **University of Guelph Policies and Practices**

### **E-mail Communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. E-mail is the official route of communication between the University and its students. Expect that I will respond to your e-mails within 2 business days; if I do not, please resend your e-mail. If your question or concern is complicated, I may ask that we meet during office hours or at another scheduled time to address the issue in person. To ensure that your e-mail reaches my inbox, be sure to use a University of Guelph e-mail address. Include the course code and the nature of your question/comment in the subject line of the e-mail.

### **Drop Date:**

The last date to drop one-semester courses without academic penalty is the last day of classes. Please see the schedule of dates in the Graduate Calendar. For regulations and procedures for Dropping Courses, see the Graduate Calendar.

### **Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **When You Cannot Meet a Course Requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, ID#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for Academic Consideration.

### **Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Academic Misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Graduate Calendar.

Plagiarism includes improper acknowledgement or citation of the work of others, the inclusion of false or misleading references, and the resubmission of work that has already been evaluated at the University. Prevent inadvertent academic dishonesty by carefully referencing and citing the sources you use in your work. [Advice on proper referencing](#).

### **Recording of Materials:**

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate, or a guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources:**

The Graduate Calendar is the source of information about the University of Guelph's [procedures, policies, and regulations that apply to graduate programs](#).

### **Additional Student Resources:**

If you are concerned about any aspect of your academic program: make an appointment with a Program Counsellor in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills. You can also set up individualized appointments with a [learning specialist](#).

If you are struggling with wellness issues:

- [Counselling services](#) offers individualized appointments to help students work through personal struggles that may be impacting their academic performance.
- [Health Services](#) is available to provide medical attention.

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### **COVID-19 Safety Protocols**

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.