

Sustainable Development in Developing Countries



*Faces of
Development*

Geography 238 Spring 2012 MWF 2:00-2:50 pm, SCHU 310

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Office Hours: M 3:00-4:00pm & T 10:00-11:00am or by appointment, or if my door is open, come in. If you need to see me I will be available. Office hours are for you!
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Course Description:

This course explores the spatial expression and persistence of the processes which generate and perpetuate underdevelopment. The course begins by analyzing theories of sustainable development. Key paradigms in sustainable development are used to organize the course: colonialism, economic theory, industrialization, measures of development (Human Development Index and others), strategies of sustainable development, environmental sustainability, and globalization. Upon establishing a foundation, developing countries and regions of the world are identified and investigated. Regions range in place and scale from Appalachia to Africa. Multiple case studies that address important pitfalls and advances in development such as demography, geo-politics, agriculture and rural landscapes, urbanization, mining, industry, transportation, and technology are considered. A consistent theme woven throughout the course is that of resources and the environment. Countries that seek to develop at the cost of the environment are not sustainable. This is a unique opportunity for students to become involved in the pursuit of global higher living standards, improved health, poverty abatement, and environmental preservation. Ultimately, the goal of development is to provide all citizens in all countries the ability to enjoy a free, happy, and healthy life in a safe environment.

Class Format: A lecture-discussion class with recitation exercises. Lectures are presented in Power Point. Multiple pictures and graphics are an integral part of every lecture. Where possible, I use case studies in order to aid learning, relying on examples, rather than theoretical explanations.

Emergency Evacuation/Shelter-in-Place Procedures: In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in this building are directed to reassemble at the IRC Lobby so that

all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <http://www.oneonta.edu/security/>.

Text and Other Required Readings:

Williams, G., Meth, P., and Willis, K. 2009. *Geographies of Developing Areas: The Global South in a Changing World*. New York, New York, Routledge publishing.

Additional readings will be posted to Angel or will be copied and passed out during class.

Grading Criteria:

Work Completed	Possible Points	Grading Scale
GNI PPP per capita mapping, analysis and comparison project	15	200 - 185 points = A 184 - 180 points = A- 179 - 175 points = B+ 174 - 165 points = B 164 - 160 points = B- 159 - 155 points = C+ 154 - 145 points = C 144 - 140 points = C- 139 - 135 points = D+ 134 - 125 points = D 124 - 120 points = D- 119 - 0 points = F
Recitations, article reflection, discussion/debates, class participation and group discussion questions	25	
Developing world poster (digital) & presentation project	30	
First Exam	35	
Second Exam	40	
Final Exam	55	
200 Total Possible Points		
Extra Credit: Developing region article reviews	Maximum 5 points	

World Development Mapping Project:

This project requires you to create a map illustrating the spatial distribution of development on a worldwide scale. You will map the Gross National Product per capita adjusted for purchasing power parity (PPP) for each country of the world. You will be given a world base map and very clear set of directions on how to create a choropleth map. Upon completing the map, you will write a two page essay regarding your map and spatial patterns of development. Finally you will complete an additional one page essay comparing your map to a happiness map of the world. Does money mean happiness? See the Developing Regions Homepage for more information.

Recitation/Article Reflection:

There are many class periods where you will participate in a recitation or group discussion. You will be expected to take part in classroom-wide group presentations and debates covering issues discussed in lectures and readings. Discussion topics in this class will be very lively and I want you to talk. I do not want to lecture all the time. These discusses should be heated and fun. I will moderate, direct and provide some insight. On some readings, I will ask you to be prepared for discussion by writing an article review or developing insightful discussion questions. The recitations are designed to put you in touch or give you a hands-on application of materials covered and allow for small group discussions. I believe the best way to learn is by doing. Do not miss discussion days or you cannot earn participation points. Most often, discussion days will be randomly administered. Come to class!

How to write an article reflection: During the course of this class I will require at least one article reflection. The developing world region article for review will be assigned. The article will correspond with the relevant

lecture topic of the week. The review should consist of three parts: 1) a short summary of the central theme (two or three sentences); 2) a concise summary of your opinion of the article's central theme (support your ideas); and, 3) a series of two insightful questions relevant to the article. The questions will be used to initialize classroom discussions. Think of good questions, because you will be called upon to answer the questions in front of your fellow class mates. Be prepared for class. Include the source of the article at the top of your review. Use a standard reference format. Each article review should be one typewritten, single-spaced page in length. Do not use a font with a point size greater than 12, and all margins should be set to one inch.

Developing Region Presentation Project and Written Summary:

This project will allow you to develop a digital presentation on a specific topic in sustainable development in developing regions or countries. You will present the results to the class. You may work alone or in a group of two. While you may choose a topic of your liking, **it must be approved**. Your presentation must clearly and concisely cover the topic. There are two methods to create focus: by region or narrow subject matter. A topic on globalization and development is too big, but an issue on globalization in the Newly Industrialized Country (NIC) of the United Arab Emirates is focused. By selecting a small and specific region, the topic is narrowed. Topics such as, the impacts of arsenic poisoning on the development of Bangladesh, or Trickle-down theory and development, are smaller and may well be covered because the subject matter is more specific. You may not select a topic that I covered in detail in class. If an in-class topic interested you, modify it and ask for approval.

Exams:

There are three exams in this course. Exams will cover information discussed in class and text material. If you do not come to class, you will not do well on the exams.

Children in Tibet must begin work at an early age in order to insure the survival of the family.



Extra Credit -- Developing region article reviews:

Find two journal, magazine, or newspaper articles about the geography of development and write a review of those articles. Write two article reviews for full credit. Include the source at the top of your review. Use a standard reference format. Look in the syllabus to see how I referenced your textbook if you are uncertain of the format. The review should consist of a short summary of the central theme and a critique (strengths and weaknesses of the work). Each article review must be a minimum of one to two pages in length, typed, and double spaced. The articles on which you report cannot be older than **6 months**.

Two well-written reviews may receive the maximum of five points added to the final grade for the course; for example, a final grade consisting of 175 points may become 180, which would equate to an "A" grade in the class. If you choose to review a newspaper article or sensational newsstand article (i.e., *Time* or *Newsweek*), the maximum score you may receive is two points per review. I encourage you to use a primary source (a journal) and maximize your potential to receive the full five points. If you decide to write only one review, the maximum

score that can be awarded is three points (for a well written journal review). Turn the essays in no later than the last day of class. Failure to follow these instructions will result in no points awarded.

Policies:

Exams: If you miss an exam, I will not allow you to make up the work unless you have **written proof that adequately validates your absence**. Only under "dire" circumstances (as to what "dire" constitutes, this will be decided by the instructor on an individual basis) will exams be accepted after the assigned date. If you do not **call, leave a voice mail, or e-mail me prior to missing an exam**, I will not allow you, under any circumstance, to make up the work. Call ahead and be responsible.

Plagiarism and Cheating Policy: Know the college policies regarding plagiarism and cheating. Always uphold a high standard of academic integrity and honesty. With the Internet it is so easy to simply copy and paste other peoples work into your own assignment. Refrain from doing this. It is stealing and is unethical. When I read something that appears out of sync with your writing style I do check for plagiarism. I detest cheating of any kind. Students that feel they must stoop to this level of misrepresentation will earn a failing grade in the class. Any form of plagiarizing or cheating will result in permanent dismissal from the course.

Assignments: All assignments must be **completed**. If you hand in an assignment late and after the said assignment has already been graded and passed back to the class, **I will not accept it**. If you miss an assignment that requires in-class group discussion, the best grade that you can receive on the assignment is 80%. Make arrangements with me **early** if you anticipate missing an important class activity. All assignments that need to be picked up late will require you to come to my office. I will not bring extra copies to class the following class period.

Return Policy: Because I expect you to take exams, quizzes, and assignments on time, I hold myself to the same standards. I will always return your work promptly.

Classroom Policy: I expect general rules of etiquette and respectful behavior to be followed. Be respectful to me and your fellow students. If you plan to talk during lecture, mumble so that no one can hear you. If I can hear your conversation, I will stop class and ask you to speak such that the entire class can hear - after all, the conversation “must be” important. No eating or smoking in the classroom.

Email Policy: There are days when I receive as many e-mails from students. I simply cannot respond to them all right away. Therefore, if you have an issue that you need to discuss, make the effort to meet with me in person either before or after class, during office hours, or anytime that the door to my office is open. **I will only discuss grades in person**, not via email or phone. This is college policy. I will not give you your final grade - the College will notify you.

Cell Phone Policy: You may carry your phone or I-Pod into class; however; you may not use it. Keep it out of sight. Do not talk, text, play games, check your email, surf the net, take pictures, play music, electrify your professor, or otherwise use your phone in any manner while in class. In the event that you should receive a call in class, be certain to have the ringer set to off and do not answer the call. Silence your phone before class. **Texting: No texting under any circumstances.** I will give the offending student one warning. Second time offenders will be removed from the course. Texting is extremely rude and disruptive.

Headphone Policy: Do not wear headphones in my class. Disconnect the headphones and put them away.

Laptop Computer Policy: Use your laptop only to take notes. Do not use it to play games or travel the World Wide Web while in class. If you violate this policy, I will ask you to leave class and not to bring the laptop again.

Attendance, Participation and Tardiness:

Regular attendance is expected and necessary. My lectures come from a variety of sources. If you do not come to class, it will be impossible to do well on the exams. Do not catch up on your sleep in my class. I work hard to bring you the best lecture possible. Sleeping during lecture is extremely rude and results in deducted participation points. You should keep up with the lectures and the reading, as the materials will be strongly cumulative. To make this a better class, your individual insight, feedback, and participation are necessary. Throughout the term, I reward students who come to class with bonus points or hints on potential exam questions. Please let me know if you are having any problems with the material. **Always arrive on time** or let me know if you plan to make class late. Late arrivals disrupt class. Being tardy multiple times will result in expulsion from the class. Do not leave class in mid-lecture unless you really have to. It is very bad-mannered and disruptive to walk out of class. Never put your notebook and texts away before you are dismissed. I always end class on time. I look forward to meeting with you and having an enjoyable term.

Course Outline and Schedule (students will be notified in advance if changes are made to the course outline):

Week	Topic	Readings
Week 1 8/22	Introduction: First day of class; course syllabus and requirements. Defining “development” and the developing world. Discussion: What does development mean to you? Case Study: India’s multitude of sidewalk dwellers. Case Study and slide show: Indonesia’s seaweed farmers.	Text Chapter 1 ER: <i>Development as Poison: Rethinking the Western Model of Modernity</i>
Week 2 8/27	More developed and less developed regions: an overview. Approaches to Development. Theories of Development. Are there better measures of development? Consider the happiness factor in England and Botswana. Case Study: Indonesia as poster child for development gone wrong Discussion: "So you live in the tropics. You must be impoverished." Does Geography define the boundaries of underdevelopment?	Text Chapter 2 ER: Hausmann - <i>Prisoners of Geography</i> ER: Birdsall - <i>Life is Unfair</i>
Week 3 9/3	Relative characteristics of development (economic measures). Case Study: Introduction to characteristics of development. Deconstructing development in Myanmar; Discussion (why is Myanmar less developed? – be prepared). Discussion: Identify five major characteristics of development. Case Study: The threat of reckless industrialization - Death in Bhopal.	ER: <i>Selling the Poor</i> ER: <i>Why People Still Starve</i>
Week 4 9/10	Relative characteristics of development (non-economic measures). Case Study: Afghanistan - Insight into a trouble history of development (continued civil strife). Population & development (no lecture on topic - required reading). Case Study: The energy crisis in LDC - clearing the forest, Nepal.	Text Chapter 3
Week 5 9/17	Conclude characteristics of development. Explanations of underdevelopment. First EXAM on Friday, 9-21-12 !!!!!	Text Chapter 5
Week 6 9/24	No class on Wednesday or Friday. College closed. Colonialism and development. Documentary film on colonialism and development. Strategies for development. New Model for Development: Micro-Enterprise.	ER: Bowen - <i>Ethnic Conflict: Challenging the Myths</i> Text Chapter 6
Week 7 10/1	Strategies for development continued. Transport Development & Core-Periphery Models Case Study: How not to develop an emerging nation. Watch Film: (time providing – The Gods must be Crazy.) Discussion: “Does Foreign Aid Help” (We will debate the topic so be prepared). World GNI PPP mapping project is Due on Friday, 3-6-09	ER - <i>Eyes Wide Open: On the Targeted Use of Foreign Aid.</i>
Week 8 10/8	Strategies for development continued. Women and Development. Brazil’s struggle to develop. Discussion. Case Study and slide show: Favelas and rampant urbanization in Rio De Janeiro (development issues and solutions in shantytowns). College is closed 12 th to 14 th . Enjoy the time off.	ER - <i>Educating Girls, Unlocking Development</i> Text Chapter 7
Week 9 10/15	Strategies for development continued. Trickle-Down Theory. Discussion: Does Democracy equate to better development? Case Study: China’s Special Economic Zones – Successful mass industrialization? Case Study: Mexico’s Border Industrialization Program (Maquiladoras & NAFTA).	ER: <i>Congo’s Peace</i> Text Chapter 4

Week 10 10/22	<p>Strategies for development continued.</p> <p>Case Study: The U.S. – Underdevelopment in a “developed” country: Appalachia (concerns and solution).</p> <p>Second Exam on Friday, 10-26-12!!!</p>	ER: <i>Globalization: Governing Global Trade, Social Justice, and Global Trade, Devising a Shared Global Strategy for the MDG, Why We Owe so Much to Victims of Disaster.</i>
Week 11 10/29	<p>Development and globalization.</p> <p>Discussion: Globalization - A strategy for development or not? Globalization, development and the shrinking world (debate be prepared).</p> <p>Case Study: Nongovernmental Organizations – Do they Work? Sustainable environmental development</p>	<p>Text Chapter 4</p> <p>ER: <i>Spreading the Wealth the Challenges of Globalization</i></p>
Week 12 11/5	<p>Sustainable environmental development</p> <p>Agriculture, Environment and development</p> <p>Case Study: Agricultural regions of Africa.</p>	ER: <i>Population, Human Resources, Health and the Environment</i>
Week 13 11/12	<p>Geography and development in Africa. Africa a legacy of underdevelopment. Shared Traits of African Development Today, South of the Sahara. Colonialism the impact of European colonialism on in Subsaharan Africa. Subsaharan Africa: Diversity in regional development.</p> <p>Case Study: Aids in Subsaharan Africa.</p> <p>The impact of disease on Development in the tropics.</p> <p>Declining Development in Nigeria: The Geopolitics of Oil & Ethnic Strife.</p> <p>Case Study: War & Interrupted Development in Africa: Stages of Insurgency.</p>	<p>Text Chapter 9</p> <p>ER: <i>Death Stalks a Continent</i></p> <p>ER: Deng - Ethnicity: An African Predicament (article should cause a discussion)</p>
Week 14 11/19	No classes for an entire week!!!! Thanksgiving break. Go explore.	No Reading
Week 15 11/26	<p>Discussion: How do we develop Subsaharan Africa? Strategies for development. Watch Film: Hotel Rwanda (maybe).</p> <p>Case Study: Colonial Racism & Ethnic Genocide in Rwanda & Burundi.</p>	<p>ER: <i>Fleeing the Horseman Who will Kill for Khartoum</i></p> <p>Text Chapter 10</p>
Week 16 12/3	<p>Day One Student Presentations: 12-3-12</p> <p>Day Two Student Presentation: 12-5-12</p> <p>Day Three Student Presentation (If needed): 12-7-12.</p> <p>The last day to turn in extra credit is Wednesday, 12-5-12 - NO later!</p> <p>Catch up and final exam review.</p>	Text Chapter 12
<p align="center">Final Exam -- Date: Friday, December 14, 2012 Time: 11:00am-1:30pm</p>		