COURSE OUTLINE
GEOGRAPHY OF INTERNATIONAL DEVELOPMENT

Tuesday and Thursday    11:30 p.m. - 12:50 p.m.      LIBRARY 5-124

RETHINKING DEVELOPMENT GEOGRAPHIES:
A RIGHTS-BASED APPROACH TO THE ANALYSIS OF INTERNATIONAL DEVELOPMENT

COURSE DESCRIPTION

This course examines themes, concepts, theories, and trends which define the study of international development from a geographical perspective. Students will gain an understanding of the historical and contemporary challenges of global inequality, debt, foreign aid, disasters, displacement, and development assistance. Case studies from around the world are used to provide context-specific, gender differentiated information about international development problems and promise.

As a 3rd-year course, we will balance theoretical and practical concerns related to international development. In keeping with a progressive, rights-based approach to our analysis, the course consciously links contemporary "development" issues in the Global South with similar struggles in the Global North. As Grahame Russell of Rights Action (www.rightsaction.org) argues:

"It is increasingly obvious that a global and historical perspective is needed to understand the structural injustices against the majority population in a place like Guatemala—a "national" perspective is not sufficient. What is also needed is an activist vision and agenda aimed at building global alliances—people to people - to end local-to-global injustices ... One world, one solution [emphases added]."

Additionally, a gendered perspective is brought to all issues. We are not confining our approach to "women-only" issues, but understanding gender as a central dimension to analyzing human rights, development, and activism.

The course is built around 4 key development issues:

- Millennium Development Goals (MDGs)
- Resource Exploitation (mining/oil);
- Violence & Displacement
- Water: Human Right vs. Privatization

The recent 10th anniversary of the Rwandan Genocide also offers us the opportunity to examine issues of violence, racism, colonialism, gendered violence, resource exploitation (or lack of), international intervention, and challenges for “development” in a post-conflict country. Therefore, Roméo Dallaire’s book, Shake Hands with the Devil, is a book to read throughout the course as we will use Rwanda’s conflict and post-conflict contexts to bring all course issues together.

KEYWORDS: development; power; spatiality; ‘race’; rights; and gender
REQUIRED TEXT


* Many relevant sources are available as PDF files on the Internet and therefore you will be required to access these on your own throughout the course.

EVALUATION

Class participation & weekly electronic database entries 10%
Key issue briefing paper (4-5 pages) & Atlas assignment 20%
Shake Hands with the Devil Review/Reflection 20%
Research paper
  • annotated bibliography 10%
  • research paper & conference presentation (15-20 pg or 4000-5000 words) 40%

* Research paper MUST be submitted electronically AND in hard copy.

PREREQUISITE

GEOG 100 or 101 or ENVS 100

OFFICE HOURS & LOCATION  Mondays: 1:00 p.m. - 3:00 p.m.

INSTRUCTOR: Dr. Catherine Nolin
New Lab Building Rm. 8-136
Telephone: (250) 960-5875
FAX: (250) 960-6533
Email: nolin@unbc.ca

T.A.: Rachael Clasby
Old Lab Building, Rm. 4-435
Telephone: 960-5311
FAX: 960-6533
Email: clasbyr@unbc.ca

WEB-CT

I will post extra materials and the outlines of slide presentations (lectures) on a WebCT shell for the course. Please ensure you are familiar with accessing this system. The shell also provides a forum for the exchange of information and ideas. Please note that I do not check the WebCT email function on a regular basis. Students wishing to communicate with me should do so via my individual email address.
### WEEKLY CALENDAR

(Subject to revision as the course proceeds)

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPICS</th>
<th>SPECIFIC ISSUES</th>
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</thead>
<tbody>
<tr>
<td>JANUARY 4 &amp; 6</td>
<td>INTRODUCTION TO COURSE: What is Development? Geographies of Development?</td>
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<tr>
<td>JANUARY 11 &amp; 13</td>
<td>Rights-based Approach to Development; Power</td>
<td>Millennium Development Goals (MDGs) &amp; World Social Forum (WSF)</td>
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<td>JANUARY 18 &amp; 20</td>
<td>Gender &amp; Development</td>
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<td>JANUARY 25 &amp; 27</td>
<td>Power, Poverty &amp; Aid - The Dark Side of Development</td>
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<tr>
<td>FEBRUARY 1 &amp; 3</td>
<td>The Colonial Legacy</td>
<td>Resource Exploitation (Mining/Oil)</td>
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<tr>
<td>FEBRUARY 8 &amp; 10</td>
<td>Changing Notions of &quot;Development&quot;</td>
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<tr>
<td>FEBRUARY 15 &amp; 17</td>
<td>READING BREAK - NO CLASSES</td>
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<tr>
<td>FEBRUARY 22 &amp; 24</td>
<td>&quot;The Third World&quot; – Creating &quot;Development&quot;</td>
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<tr>
<td>MARCH 1 &amp; 3</td>
<td>Postcolonial Geographies of Development</td>
<td>Violence &amp; Displacement: Rwanda</td>
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<td>MARCH 8 &amp; 10</td>
<td>Globalization, Neoliberalism, &amp; Debt I</td>
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<td>MARCH 15 &amp; 17</td>
<td>Globalization, Neoliberalism, &amp; Debt II</td>
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<td>MARCH 22 &amp; 24</td>
<td>Dissemination of Development (Media)</td>
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<tr>
<td>MARCH 29 &amp; 31</td>
<td>&quot;Postdevelopment&quot; and Resistance</td>
<td>Water: Human Right vs. Privatization</td>
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<td>APRIL 5</td>
<td>CONFERENCE: Action, Activism, and Education</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Notes</td>
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<tr>
<td>JANUARY 4 &amp; 6</td>
<td><strong>Introduction to Course:</strong> What is Development? Geographies of Development?</td>
<td>READ: Power, Ch. 1 (p. 1-6)</td>
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<tr>
<td>JANUARY 11 &amp; 13</td>
<td><strong>Rights-based Approach to Development:</strong> Power</td>
<td>READ: Power, Chapter 1 (p. 1-19)</td>
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<td>JANUARY 25 &amp; 27</td>
<td><strong>Power, Poverty &amp; Aid - The Dark Side of Development</strong></td>
<td>READ: Power, Ch. 2</td>
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<td>READ: Power, Ch. 4</td>
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<td><strong>“The Third World” - Creating “Development”</strong></td>
<td>READ: Power, Ch. 5</td>
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<td>READ: Power, Ch. 8</td>
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<td>MARCH 22 &amp; 24</td>
<td><strong>Dissemination of Development (Media)</strong></td>
<td>READ: Power, Ch. 9</td>
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<td>MARCH 29 &amp; 31</td>
<td><strong>Postdevelopment and Resistance</strong></td>
<td>READ: Power, Ch. 10 &amp; Ch. 11</td>
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<td>APRIL 5</td>
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POLICY ON LATE ASSIGNMENTS

- Please speak with me well in advance if you anticipate a delay in submitting your work, particularly when dealing with illness or family conflicts. In the interest of fairness to everyone in the class, extensions will NOT be granted except in cases with proper documentation.

- 5% per day penalty for late assignments including weekend days. For example, 5% will be deducted from the census data assignment (due in class) if the assignment is submitted later in the day. If the assignment is submitted the next day, 10% will be deducted from the assigned grade, and so forth.

- Assignments submitted more than one week late will NOT be graded.

- Late term papers will be accepted until 5:00 pm on Wednesday, April 13th (two days beyond due date) after which they will NOT be graded. Usual late penalties apply.

** All assignments must be done exclusively for this course.

PLAGIARISM

Plagiarism means representing someone else’s work as your own. It is a serious offence, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else’s work into your projects, you must give credit by providing a citation and reference to the source work.

It is your responsibility to:
- understand what plagiarism is,
- be familiar with and understand the information on plagiarism provided by the Learning Skills Centre at their website (www.unbc.ca/lsc/),
- be familiar with the UNBC policy on Student Conduct, and on plagiarism and other academic offences, as described in the UNBC Undergraduate Calendar.

It is strongly recommended that you consult:
DE LOE, ROB (n.d.) Guidelines for Preparing Effective Essays and Reports. Department of Geography, University of Guelph. (Available FREE at: http://www.uoguelph.ca/~rdloel/writing_guide/)

* Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course is listed among academic offences.

RELIGIOUS OBSERVANCE POLICY

Please notify me immediately once you know that any date proposed for assignments or papers conflict with dates of special significance in your religion. We will arrange alternative dates to accommodate individual needs.

SPECIAL ACADEMIC ACCOMMODATIONS

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact disability services located in room 7-103.
STUDENT RESPONSIBILITIES INCLUDE

♦ Attending classes, participating in small and large group discussion, and ongoing compilation of an electronic database.

♦ Preparing for and giving a brief presentation of your individual research during the course conference planned for April 5th.

♦ Reading required material, viewing documentary screened in class, submitting a key issue briefing paper, an Atlas assignment, a critical review/reflection of Shake Hands with the Devil, making weekly contributions to web-based Development Geographies electronic database, and one 4000-5000 word research paper (15-20 pages) drawing on the readings in the course & your own research/fieldwork that grows out of your annotated bibliography.

♦ All class sessions are designed as a mix of lecture and seminar; therefore, your contributions to each meeting are necessary supplements to the substance of our meetings. This means that it is critical you do the assigned reading for each class; this is a major time commitment, but should not be an onerous one.

ASSIGNMENTS

IN-CLASS PARTICIPATION & ELECTRONIC DATABASE COMPILATION (10%)

LENGTH: 1 annotated website and/or relevant reference each week (1 paragraph)
DUE: Ongoing throughout the term

* Weekly students will be required to submit relevant data sources to the Development Geographies Electronic Database (on the GEOG 306 WebCT site) which will be available to all GEOG 306 students.

WOMEN IN THE WORLD ATLAS ASSIGNMENT - (10%) – DUE: THURSDAY, 27 JANUARY 2005 – IN CLASS

LENGTH: 4-5 PAGES

* Assignment to be distributed 2 weeks before due date

KEY ISSUES BRIEFING PAPER - (10%) – DUE: THURSDAY, 10 FEBRUARY 2005 – IN CLASS

LENGTH: 4-5 PAGES

* Assignment to be distributed 2 weeks before due date

SHAKE HANDS WITH THE DEVIL Review/ Reflection - (20%) – DUE: TUESDAY, 22 MARCH 2005 – IN CLASS

LENGTH: 5 PAGES

* Assignment to be distributed 2 weeks before due date
TERM ASSIGNMENT (50%)

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<tr>
<th>ANNOTATED BIBLIOGRAPHY</th>
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<tbody>
<tr>
<td>CONFERENCE PRESENTATION</td>
<td>(5%)</td>
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<tr>
<td>RESEARCH PAPER</td>
<td>(35%)</td>
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ANNOTATED BIBLIOGRAPHY:
LENGTH: Approximately 15-20 entries (scholarly articles, government documents, etc)
DUE: Tuesday, March 8th, in class

RESEARCH PAPER:
LENGTH: Approximately 15-20 pages
DUE: Monday, April 11th, 5:00 p.m.

To assist you with the research process, an annotated bibliography on a specific research topic must be submitted on Tuesday, 8 March 2005 for comments and suggestions. You are welcome to submit this annotated bibliography at an earlier date if you are eager to start the research process.

The annotated bibliography should include:

- **FIRST**: one page which identifies the topic, the research question, and/or main argument; the theories to be examined (by referring to scholarly articles that engage with the theories);
- **SECOND**: the sources of evidence to be used in your research (specific references to government documents, census reports, newspaper articles, and so forth) in the form of an annotated bibliography listing **at least 10 ACADEMIC research sources** (IN ADDITION to related course material, government documents, non-traditional sources of information, etc)

- Discussion & handout of research paper requirements & possible topics to be distributed in mid-January.
- Each student (or collective of students) will present their research findings to the class near the end of term.
- Research paper will grow out of the research prepared in the annotated bibliography.