

# Geography 317: Economic Geography Syllabus, Spring 2011

Dr. Wolfgang Hoeschele  
Professor of Geography

Office: BT 2205  
Office phone: 785-4032  
E-mail: whoesch@truman.edu  
Office hours: MWF 10:30-12:00, or by appointment

Class Schedule: TTh 10:30-11:50, BT 2225

## Purpose

This course serves as an introduction to the study of economic geography. As a branch of human geography, economic geography concerns itself with humans as they inhabit the earth, and more specifically, how we go about obtaining our livelihoods in specific places and regions characterized by varying social and natural environments. It thus treats the economy as being imbedded within social and environmental relationships, rather than being a sphere of activities that can be isolated from anything else happening on the surface of the planet we inhabit. Economic geographers employ a wide variety of theoretical and methodological approaches in order to come to grips with these complex linkages.

The approach this semester will seek to connect economic geographies from the household to the global scale, cognizant of the fact that the term “economics” refers to the study (nomos) of households (oikos). Hence, some of the readings are concerned with local economies and how to promote local economic development that provides livelihoods, makes effective use of locally available resources, and promotes environmental sustainability, while others range up to the global scale, concerned with the global political economy.

For their term projects, students will have two options. One is a regular term paper on an economic geographic topic; the other is to study some aspect of trying to improve the local economy right here – in Kirksville and Adair County (particularly seeking ways to make the local economy more environmentally sustainable). Students deciding to study the local economy here may engage in collaborative projects involving two or three students, in order to do multi-part projects (e.g., one section involving a study of the issue here, based on interviewing local informants, and another section or sections studying attempts to address this same issue in other places in the US or abroad). Students will benefit from these projects by gaining experience of doing original research (e.g., interviewing local people knowledgeable about specific issues), and developing a greater awareness about how research conducted in other places might be applied locally. The results of this research will be communicated to relevant people in town, to enable them to apply any of the insights gained. Thus, the local community may also benefit from this exercise.

Desired learning outcomes for students in this course are thus to gain an understanding of the functioning of local economies within a regional and global context, how they interact with other aspects of society and our natural environment, and how these linkages can be studied.

The course counts toward the Geography minor, can serve as an elective for

Sociology and Anthropology majors, should serve as a good complement to majors in Economics, Political Science, History, and in Business, and can be used for the International Studies minor. It is also a General Honors course, and a Writing Enhanced course. The latter means that it supports the learning outcomes that students use their writing in order to learn about a topic, gain a critical understanding of what others have written about it, and effectively communicate their findings to others. Feedback from the professor ensures that students engage in deep revisions in order to improve their papers, creating well-organized and well-written papers that will effectively speak to their intended audience (which in the case of the locally oriented research project may include local stakeholders).

## Grades

The grade for this course will be based on:

1. a proposal for the service learning project or term paper (5% of the course grade),
2. the service learning project or term paper, which will be evaluated in several stages (40% of the course grade),
3. an oral presentation of the service learning project or term paper (5%),
4. five short writing assignments (25%), and
5. a comprehensive final exam (25%).

Note that good written expression is of the essence in all assignments and in the final exam. Also, while attendance is not a formal part of the grade, I do consider it of great importance that you take an active part in class discussions, and keep up with the readings. Otherwise, it is not likely that you will do well on the assignments and the final exam.

## Course Outline

Assigned readings for each class session are noted below. Please make sure that you read them beforehand, in order to be prepared to discuss the ideas presented in them.

### I. Introduction to the Course

Introductory Session January 11

Understanding the international political economy I January 13  
Read: Eric Sheppard, Philip Porter, David Faust and Richa Nagar. 2009. *A World of Difference: Encountering and Contesting Development*, Second Edition. New York: Guilford Press. Chapter 3: Knowing the Third World: Colonial Encounters (pp. 52-67).

Understanding the international political economy II. January 18  
Read: Eric Sheppard, Philip Porter, David Faust and Richa Nagar. 2009. *A World of Difference: Encountering and Contesting Development*, Second Edition. New York: Guilford Press. Chapter 4: Knowing the Third World: The Development Decades (pp. 68-94).

Understanding the international political economy III. January 20  
Read: Eric Sheppard, Philip Porter, David Faust and Richa Nagar. 2009. *A World of Difference: Encountering and Contesting Development*, Second Edition. New York: Guilford Press. Chapter 5: The Third World and Neoliberal Globalization (pp. 95-114).

Liberating ourselves from “the economy”

January 25

Read: Stephen Healy and Julie Graham. 2008. Building Community Economies: A Post-Capitalist Project of Sustainable Development. In D. Ruccio (ed.), *Economic Representations: Academic and Everyday*. New York: Routledge. Available online:  
<http://www.communityeconomies.org/site/assets/media/old%20website%20pdfs/Papers/word%20files/BUILDING%20COMMUNITY%20ECONOMIES.pdf>

(You can also access it via this site:

<http://www.communityeconomies.org/Publications/Articles-Chapters/community-economies>)

## II. Regional Economies in Global Contexts

Approaches to urban and regional growth in economic geography.

January 27

Read: Peter Sunley. 2000. “Urban and Regional Growth,” in Eric Sheppard and Trevor Barnes (eds), *A Companion to Economic Geography*. Oxford: Blackwell.

\*\*\*Note: Term Project Proposal Due; if you are doing a short-writing assignment for this date you can get an extension for your proposal\*\*\*

Why is it important to avoid dependency on basic export commodities?

February 1

Read: Richard M. Auty. 1995. *Patterns of Development: Resources, Policy and Economic Growth*. London: Edward Arnold. Chapter 9: The Mineral Economies: From Trade Confrontation to Sustainable Development (pp. 183-206).

What does a vibrant regional economy look like?

February 3

Read: Ash Amin. 2000. “Industrial Districts,” in Eric Sheppard and Trevor Barnes (eds), *A Companion to Economic Geography*. Oxford: Blackwell.

Italian Industrial Districts

February 8

Marku Perkmann. 2006. Extraregional Linkages and the Territorial Embeddedness of Multinational Branch Plants: Evidence from the South Tyrol Region in Northeast Italy. *Economic Geography* 82 (4): 421-441.

Global and regional perspectives on the textile and clothing industry

February 10

Read: Peter Dicken. 2007. *Global Shift: Reshaping the Global Economic Map in the 21<sup>st</sup> Century*. 5<sup>th</sup> edition. New York: Guilford Press. Chapter 9, “Fabric-ating Fashion”: The Clothing Industries (pp.249-277).

Michael Dunford. 2006. Industrial Districts, Magic Circles, and the Restructuring of the Italian Textiles and Clothing Chain. *Economic Geography* 82 (1): 27-59.

Meenu Tewari. 2006. Adjustment in India’s Textile and Apparel Industry: Reworking Historical Legacies in a Post-MFA World. *Environment and Planning A* (38): 2325-2344.

\*\*\*Note: Short Writing Assignment Due (for some students).\*\*\*

Why is attracting investors from outside not enough?

February 15

Read: Eric Sheppard, Philip Porter, David Faust, and Richa Nagar. 2009. *A World of Difference: Encountering and Contesting Development*, 2<sup>nd</sup> edition. New York: Guilford. Chapter

21, "Foreign Branch Plants and Economic Growth."

Peter Dicken. 2007. *Global Shift: Reshaping the Global Economic Map in the 21<sup>st</sup> Century*. 5<sup>th</sup> edition. New York: Guilford Press. Chapter 16: Good or Bad? Evaluating the Impact of TNCs on Home and Host Economies (pp 454-474).

\*\*\*Note: Short Writing Assignment Due (for some students).\*\*\*

An example of a counterproductive FDI

February 17

Read: Waquar Ahmed. 2010. Neoliberalism, Corporations, and Power: Enron in India. *Annals of the Association of American Geographers* 100 (3): 621-639.

### III. Invited Speakers on the Kirksville and Adair County Local Economy

February 22 and March 1

Speakers yet to be determined.

\*\*\*Note: Term Project First Draft Due on February 22\*\*\*

### IV. Household and Community Economies in dynamic Tension with Regional and Global Economies

What is a local/community economy?

March 3

Read: Jenny Cameron and Katherine Gibson. 2005. Participatory Action Research in a Poststructuralist Vein. *Geoforum* 36 (3), 315-31. This can be accessed through the community economies site listed above, the URL of the paper is:  
[http://www.communityeconomies.org/papers/research/research\\_participatory.pdf](http://www.communityeconomies.org/papers/research/research_participatory.pdf).

What are household economies?

March 15

Read: Marianna Pavlovskaya. 2004. Other Transitions: Multiple Economies of Moscow Households in the 1990s. *Annals of the Association of American Geographers* 94 (2), 329-351.

Another view of post-Soviet household economies

March 17

John Round, Colin Williams, and Peter Rodgers. 2010. The Role of Domestic Food Production in Everyday Life in Post-Soviet Ukraine. *Annals of the Association of American Geographers* 100 (5), 1197-1211.

Landless workers struggling to create their own economies

March 22

Read: Wendy Wolford. 2004. This Land is Ours Now: Spatial Imaginaries and the Struggle for Land in Brazil. *Annals of the Association of American Geographers* 94 (2): 409-424.

Case study II: the Grameen Bank in Bangladesh

March 24

Lamia Karim. 2008. Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh. *Cultural Dynamics* 20 (1): 5-29.

Luftun Khan Osmani. 2007. A Breakthrough in Women's Bargaining Power: The Impact of Microcredit. *Journal of International Development* 19: 695-715.

Rais Uddin Mian, Jannatul Fatema, and Babibur Rahman. 2007. Impact of Dairy Farming on Livelihood of Participating Women under Grameen Bank in a Selected Area of Rangpur District in Bangladesh. *International Journal of Agricultural Economics* 62 (2): 259-271.

\*\*\*Note: Short Writing Assignment Due (for some students).\*\*\*

Experiences of creating new kinds of economic exchange March 29  
Peter North. 2007. *Money and Liberation: The Micropolitics of Alternative Currency Movements*.  
Minneapolis: University of Minnesota Press.

Different students will read different chapters of this book, namely:

Chapter 5: New Money, New Work? LETS in the United Kingdom

Chapter 7: The Longevity of Alternative Currency Practices: Green Dollars in  
Aotearoa/New Zealand.

Chapter 8: Surviving Financial Meltdown: Argentina's Barter Networks.

\*\*\*Note: Short Writing Assignment Due (for some students)\*\*\*

Case study III: Car Sharing in Switzerland and Germany March 31  
Bernhard Truffer. 2003. User-led Innovation Processes: The Development of Professional  
Car Charing by Environmentally Concerned Citizens. *Innovation* 16 (2): 139-154.  
Willi Loose, Mario Mohr, and Claudia Nobis. 2006. Assessment of the Future  
Development of Car Sharing in Germany and Related Opportunities. *Transport Reviews* 26  
(3): 365-382.

\*\*\*Note: Short Writing Assignment Due (for some students).\*\*\*

\*\*\*Note: Term Project Second Draft Due; if you are doing a short-writing assignment for  
this date you can get an extension for your draft paper.\*\*\*

Case study IV: Community Gardening in Toronto. April 5  
Baker, Lauren. 2004. "Tending Cultural Landscapes and Food Citizenship in Toronto's  
Community Gardens," *Geographical Review* 94 (2): 305-325.

Case study V: Mondragón worker cooperatives April 7  
J. K. Gibson-Graham. 2006. *A Postcapitalist Politics*. Minneapolis: University of Minnesota  
Press. Chapter 5: Surplus Possibilities: The Intentional Economy of Mondragón.  
Kasmir, Sharryn. 1996. *The Myth of Mondragón : Cooperatives, Politics, and Working-Class Life in a  
Basque Town*. Albany : State University of New York Press. Chapter yet to be determined.  
\*\*\*Note: Short Writing Assignment Due (for some students).\*\*\*

## V. Student Presentations

Students give presentations about their term projects April 14, 19, 21,  
26, and 28

\*\*\*April 28: Final Papers Due.\*\*\*

Note: On April 21, 7:00 pm, Ted Howard will be giving a talk cosponsored by Global Issues  
and the President's Sustainability Action Committee. Please attend if you can.

### Cooperating for Economic Development

Ted Howard, Executive Director, Democracy Collaborative, University of Maryland

The current economic downturn has been caused in part by extremely competitive,  
"me-first" attitudes in finance and business. The Evergreen Cooperative Initiative in  
Cleveland, Ohio, which Ted Howard helped launch in 2008, seeks to help build a different  
mode of economic development that is more sustainable not only economically, but also  
socially and environmentally, on the basis of cooperation and mutual support. The project

helps create mutually beneficial economic linkages between universities, hospitals and hotels on the one hand and the local community on the other, by incubating worker cooperatives which provide goods or services for these large institutions (for example, laundry services, greenhouse vegetables, and solar energy installations). Howard will discuss the experiences of this initiative so far, which may serve as a model and inspiration for efforts elsewhere (including Truman State University as it seeks to become more sustainable in cooperation with the larger Kirksville and Adair County community).

### **Short Writing Assignments**

You will write five review papers of selected class readings for this course. In these review papers, which should be about two double-spaced (or one single-spaced) typed pages in length, briefly indicate what the author's main point is in the article or book chapter, but devote most of your attention to assessing the strength of the author's arguments: what evidence was presented in favor of the author's thesis, was this evidence sufficient, and how might it be challenged? These short writing assignments will be due on the day that particular reading is discussed in class. In cases where different students are reading different articles or book chapters, you should be prepared to summarize what you read to the other students in the class; in all cases, you should be ready to bring up points of criticism or questions for class discussion.

All students will do short writing assignments on:

- 1) *Either* one of the three articles on the textile industry discussed on February 10, *or* one of the two readings on foreign branch plants/investment by TNCs discussed on February 15.
- 2) *Either* one of the three readings on the Grameen Bank discussed on March 24, *or* one of the three chapters by Peter North discussed on March 29;
- 3) *Either* one of the two articles on car sharing discussed on March 31 *or* one of two the readings on Mondragón discussed on April 7.

In addition to these three, you can choose any two other readings to review. Please let me know by January 20 which readings you plan to review.

## **Service Learning Project**

Currently, the United States as well as other countries in the world are facing a potentially severe economic crisis that is affecting Missouri and our local areas as well. In such a situation, it is imperative that resources are mobilized locally as well as at state, national, and international levels in order to promote economic recovery. Ideally, this should happen in ways that help solve the social and environmental challenges of our time, including the ones that precipitated the crisis in the first place. The discipline of economic geography can potentially provide strong intellectual as well as practical supports for such efforts, since geographers are accustomed to integrating knowledge from diverse disciplinary perspectives in their work. In this service learning project, you will have the opportunity to apply recent economic geographic theories pertaining to local economies to the study of Kirksville and Adair County, and to develop proposals to improve the local economy.

This project should complement existing approaches. For example, it will not seek to attract investors from outside (which Kirksville Regional Economic Development, Inc., K-REDI, is already doing), but rather look for ways to make better use of locally available skills and resources, and to promote more exchanges within the local economy. A thriving local economy should ultimately attract more investment from outside, so the two approaches are mutually supportive. Also, service learning projects focusing on the local community and economy have already been completed by students in other classes at Truman (including this course as it was offered in 2009), and other service learning projects are occurring this semester as well. Furthermore, Truman State University has launched an initiative to become more sustainable; for this purpose President Paino has appointed a “President’s Sustainability Action Committee” (PSAC, of which Wolfgang Hoeschele is a member) that is exploring ways to do this. Your research can contribute to this effort, especially by exploring ways how economic linkages can be built between the university and the local community (shortening supply chains that reduce the energy required for transportation purposes, potentially supporting more ecologically sustainable production methods, while also recirculating money within the local community). If you can build on previous projects or coordinate your efforts with other ongoing projects, that may enhance the effectiveness of all of the projects involved.

By conducting this project, you will not only learn about theoretical perspectives in economic geography, but also learn how to do original research and how to apply theoretical ideas to the locality within which you are living, making those theoretical ideas far more real. The Kirksville and Adair County community may benefit by being exposed to new ideas about how to stimulate the local economy, which may subsequently be applied as modified by the ideas of local stakeholders. Truman State University may benefit from any contributions that make Kirksville a more attractive place for students (thus assisting recruitment efforts), while also demonstrating to people in the county, in state government, and across the state that it can contribute to addressing issues of immediate relevance to the larger community.

### **Goal**

To develop proposals to stimulate local production and exchange of goods and services in order to revitalize the Kirksville and Adair county economy in a time of crisis. such proposals may include explicit attention to the creation of new economic linkages between Truman State University and the local community, in the context of Truman’s efforts to become more sustainable. Papers will be about 20 pages long (double-spaced); co-authored

papers will be longer, and include some indication of which student did which part of the work.

### **Research Approach**

- 1) Study the nature of backward and forward economic linkages both within the local economy and to other places in the state and the larger region.
- 2) Study the skills and resource base within the locality, including not only those which are being utilized in the formal economy, but also those which are being used on an informal basis or are not being utilized at all.
- 3) Study successful efforts in other localities (both in the US and abroad) that have successfully made use of local resources in order to revitalize local economies.
- 4) Based on the previous points, develop proposals to enhance local economic linkages and to make better use of locally available skills and resources.
- 5) Throughout the entire process, interact closely with local decision-makers and stakeholders, in order to ensure the collection of high-quality information, the recognition of diverse perspectives on the issues, the development of proposals that are likely to gain local support, and the immediate dissemination of proposals to the people who matter.

### **Possible Topics**

Note: in order to develop realistic proposals for Kirksville, it is necessary to study both what has been done elsewhere, and the local conditions in this town. Thus, practically all of the topics below can be divided into two parts: 1) “what has been done elsewhere?” and 2) “what has been done in Kirksville or Truman, and how can we build on that?” I encourage students to work in pairs on a given topic, where one student focuses on the first question just mentioned, and the other on the second. However, the students working in pairs will have to communicate with each other so that the person collecting information about other places searches for things relevant to the other student’s work, and so that the student studying Kirksville learns about what is happening in other places and can apply that knowledge to Kirksville.

#### Agriculture/Food

How much direct marketing of food (from local farmers to consumers) is occurring now, and how could it be expanded?

How much processing of food (to make jam, bread, pickles, salsa, molasses etc.) occurs in the locality, and how could that be expanded (e.g., by improving quality, developing new products, greater marketing)?

To what extent do local restaurants source ingredients locally or regionally? How can the extent of local and regional sourcing be increased?

How aware are local residents of good nutrition and cooking? How could that awareness be increased?

Where are there vacant lots and other unused areas in town that could be used as community gardens? Would the owners of those lots be willing to rent them out as community gardening sites, or even allow their use for free (until the lot is sold or used for construction). Are there people in those neighborhoods who would like to have a space for gardening, or who could serve as expert gardeners to instruct others? Are there agencies in town that could spearhead the organizational effort of making community gardens possible?

Previous projects in this course:

Samantha Vanfossan and Laurie Klataske, Northeastern Missouri Food Cooperatives:



Support Locally Grown Food in the Kirksville Community (Spring 2009). Suggested an online food coop; since then, Steve Salt's opened his "Downtown Grocery" which does much of the same as a brick-and-mortar shop.

Elizabeth Pulley, Should Truman's dining halls serve local organic food? (Environmental Geography, Fall 2009). Since then, such efforts have been further discussed and some changes have been made; Dennis Markeson, director of the campus food services, is now serving on the PSAC.

### Manufacturing/Services

Focus on a particular manufacturing or service business (or a group of similar businesses: where does it get the goods and services it requires (backward linkages), and does it sell its goods or services to other businesses, rather than final consumers (forward linkages)? How many of these backward and forward linkages exist within the locality, or within the state? How may local linkages be increased so as to include local multiplier effects? This question is especially pertinent to Truman's sourcing of the goods and services it requires.

### Waste/Recycling

All wastes can be seen as resources that have been wasted, or as potential resources that could be utilized (or both). As a way of increasing resource recovery within the locality, one can ask the following questions about any particular type of waste (municipal solid waste, food and yard wastes, other organic wastes, sewage sludge, industrial liquid and solid wastes, etc.):

How much waste is currently being recycled, and how is the rest being disposed? How could the amount of recycling be increased?

Previous projects in this course:

Kyle Tracy and Scott Florence, Kirksville's Recycling and Waste Management Program (Spring 2009). Kirksville has since then restructured its recycling program dramatically and it might be worth studying how that has affected the collection of recyclables. At Truman, Howard Worcester, who is in charge of the recycling program, is retiring this semester, and it is not clear in which direction recycling will now be headed, so a study of the possibilities would be extremely timely.

Inga Storen, The Bio-fueled Shuttle (Spring 2009). Explored possibilities for using biodiesel from Bulldog Biodiesel to be used by Kirk-Tran. There are still lots of unused opportunities here.

### Traffic/Transport

Traffic by motor vehicles depends on fuels imported from outside the local economy, meaning that money spent on fuel fails to circulate within the local economy. A reduction in reliance on cars would allow more money to be spent on locally produced goods and services, creating a greater multiplier effect.

How many people walk or cycle in town, and for what purposes? What deters people from walking or cycling? Where are they ready to go, and where not? What is being done, and could be done, to encourage more walking and cycling? (Note that a previous service learning project – Kirksville Biking – focused on similar questions, with hopes of spawning continuing initiatives)

Who is currently served by public transport (Kirk-Tran)? Who is not served, even though they might be interested in public transport services? How could the service be developed to serve more people?

How many people travel to destinations outside the city (e.g., Columbia, Macon, Moberly, Quincy, Hannibal) on a daily basis, or at certain peak times (e.g., weekends, beginning or ending of holidays)? How much car-pooling occurs for such trips, and how could that be increased?

How many people are there who need a car occasionally, but not all the time? Would a car-sharing scheme be able to serve their needs?

For a recent workshop discussing such issues, see <http://shareable.net/blog/abundant-mobility-one-towns-resources>. Note that the City of Kirksville is also interested in promoting “Complete Streets” that are good for pedestrians, cyclists and public transport, not just for car drivers; a study on this topic could support Kirksville’s efforts in this regard.

### Unemployed/Underemployed/Retired People

The unemployed, underemployed and retired people are typically seen as economically unproductive, and in need of various kinds of help. What is usually overlooked is that many of these people can be productive (even if in forms other than formal employment), and would be willing to contribute in positive ways to the community. If they were asked to contribute and their contributions were recognized as valuable, their self-esteem would probably rise even while they were benefiting the community.

How many people are there who are unemployed, underemployed, or retired, and who are willing to contribute in some way to the community? What kinds of skills do they have? How could they be rewarded for work that they do using their skills (see also section on parallel currencies below)? Among those wishing to work for an income, do they have skills that would allow them to open a small business or to be self-employed? Which skills do they lack in order to make a small business or self-employment a reality? How might they be helped to acquire the skills they lack?

Note that a previous service learning project under the direction of Dr. Elaine McDuff (Sociology) has generated baseline data which would be useful for this type of project.

### Household Economies

How do households in town provision themselves? To what extent do they depend on: income from formal employment, income from informal work for cash, income from welfare payments and the like, self-provisioning, and family and neighborly support and gift exchange for their livelihoods? How could the benefits of *any* of these methods of provisioning be enhanced? These questions could be asked of specific subgroups of the population, such as people of specific income levels, employment status, educational achievement, etc.

### Parallel Currencies

In depressed economies (not just during times of crisis, but often as a perennial condition), there is a paradox that people with complementary skills may live directly next to each other, but do not exchange goods and services that they are capable of producing, simply because they lack money. All they need to stimulate production and exchange is a means of exchange that continues circulating among them rather than continuously leaking away. This is where parallel currencies can make a major contribution; the rules by which they circulate ensure that they stay within the community and that exchanges are reasonably equitable.

Which models of parallel currencies exist, and which models might productively be applied in Kirksville? What kinds of skills and resources do various people in the community have

that they could offer? In particular, which kinds of services might the “needy” provide in return for an parallel currency that they could use for other goods and services? Which agencies in town might take up the challenge of introducing a parallel currency?

Previous project in this course:

Karen Thrasher, Kirksville Cash and Local Currencies (Spring 2009). Studied an attempt to establish a local currency to support downtown business that did not achieve any substantial results, largely because there was little incentive to use it. Differently designed local currencies might do more!

## Term Paper

If you decide to do a conventional term paper, that will consist of an approximately 20 page paper (double-spaced, 1-inch margins), and an in-class presentation of that paper. In this paper, you will study an issue pertaining to economic geography in a selected region of the world. Do a case study regarding an economic issue in a specific place, locality, or region. Preferably, this issue should be a controversial one on which there is lively debate. To get an idea of the kinds of topics discussed in economic geography, a good idea is to look through recent issues of the journal *Economic Geography*, which is available in the library (and of course, look through the assigned readings for this course).

Examples of potential topics (in no particular order):

Regional development issues (e.g., can Appalachia best generate economic growth by attracting branch manufacturing plants, or by fostering investments by small local companies?),

International trade issues (e.g., has the policy of eliminating trade barriers helped or harmed the economy of Zimbabwe?),

Issues of class (e.g., how have the benefits and costs of neoliberal growth strategies affected different classes of people in the industrial Midlands of England?),

Gender issues (e.g., do women's household responsibilities restrict their mobility and hence their job opportunities in North American cities?),

Environmental issues (e.g., how can land-use controls achieve desirable economic as well as environmental outcomes in Japan? or how can fisheries along the coasts of India be better managed so as to sustainably support fishers' livelihoods?).

Note also that any of the topics mentioned above for Kirksville can equally well be studied anywhere else in the world.

## Process for Term Project

This process will be the same whether you do a project focused on Kirksville or write a term paper on somewhere else. Beginning the first week of the semester, start thinking of a topic, such as those listed above, that you wish to study, and (where relevant) select another student with whom you wish to collaborate.

Project proposal (due January 27). 5% of course grade. The (typed) proposal will consist of a topic statement or question, a one-page summary of what you are planning to study and

how you plan to go about studying your topic, citations of two or more of the references (books or scholarly articles) you are going to use for the project. In addition, if you are doing the local research project, indicate the names of at least two local persons or institutions from whom you plan to obtain information for your project. If you are working on a collaborative project, indicate how each of you are planning to divide up the responsibilities.

Please note that I expect to have some idea of the topic you are proposing before you hand in the proposal. This will allow me to offer advice and suggestions from the start, and will also ensure that there isn't any duplication of studies. I will ask what topics students are considering at the beginning of several of the class sessions early in the semester, so you can tell me about your topic then; you can also discuss it via email or by seeing me in my office.

First draft and supporting materials (due February 22). This draft should be at least 10 pages in length; at this point, it should include a fully developed explanation of the questions you are asking, and (where appropriate) from whom you are collecting information. All reference citations (including the names of people interviewed) need to be included. In addition to the draft paper, please also submit any interview transcripts or notes (you can submit these even before you submit the first draft in order to get prompt feedback).

Second draft and supporting materials (due March 31). This draft should be close to the final length of the paper, and be as close to the finished version as you can get by this time in the semester. The paper should reflect engagement with my responses to the first draft (which you should again submit at this point), as well as including information that you collected since completing the first draft. A review at this stage provides the opportunity to make sure that the final paper will be as good as you can possibly make it in the timeframe of one semester. As with the first draft, please submit any new interview transcripts or notes.

Final paper (due April 28). This paper will be a final version, of about 20 pages (or correspondingly longer in the case of co-authored papers). Along with your final paper, please turn in your drafts; I need to see those in order to accurately assess the extent of the revisions you made. The locally oriented papers should be submitted both in paper and electronic forms. The electronic versions will be necessary so that I can potentially edit the text further, and include it in a printed document for distribution in Kirksville and Adair County. If not much editing is needed at this stage, you will be listed as sole author(s) of the paper. If heavy editing is still required, there will be two options: either the paper will not be included in the document for further distribution, or I will edit it and include myself as co-author. Note: in 2009, I did modest editing on all papers, did not list myself as co-author anywhere, and distributed the resulting compilation among around 20 people at Truman and in the Kirksville community who I thought would take an interest in these papers.

The structured method of writing the paper in stages, with written evaluations after each stage, ensures that you will be able to improve both your writing skills and the depth of your analysis, conforming to the objectives of Writing Enhanced courses at Truman State University. The term project must be written in a formal style similar to journal articles, and follow conventional citation styles as used in the social sciences.

Provide measurements (such as distances and areas) both in English and metric units (e.g., miles and kilometers, acres and hectares, degrees Fahrenheit and Centigrade), to

conform with expectations both of internationally oriented journals and of local audiences. If you don't know how to convert a given unit into metric units, feel free to consult with me.

Method of evaluation: I do not consider it appropriate to assign letter grades to a work in progress. Letter grades tell you nothing about what is good or bad about your work, or how to improve it. Instead, I provide extensive written comments, designed to help you improve your writing.

I assign a grade on the final paper based on its quality, as well as on the process of creating it. In terms of process, if a student has failed to submit drafts of the paper, or has responded in only a perfunctory manner to my comments on the drafts, I will assign a maximum of a C to that student's paper.

Finally, please note that it is essential that your work follows guidelines of academic integrity. You can check Truman State University's statements on this topic at <http://conduct.truman.edu/docs/AcademicIntegrity.pdf>. If you have any questions concerning matters of academic integrity, please consult with me.

### **Oral presentation of the paper.**

The presentation, accounting for 5% of the final grade, should resemble a presentation in a conference. This involves an approximately 15-20 minute presentation, which means that it will be condensed relative to the length of the entire paper. Presentation of graphic material (e.g., maps, photographs, and diagrams) is recommended. Students will face questions after their presentations. The criteria which I use to evaluate student presentations are shown below. If several students present in coordination, the entire series of presentations will be evaluated (e.g., the first in the series need not include a conclusion), and the time limit will be modified according to the number of presenters involved.

#### 1. Organization

- Were major sections clearly articulated?
- Were the important points within each section made clear?
- Were transitions between sections and subsections handled effectively?
- Was there a concise conclusion?

#### 2. Content

- Were the two (or more) positions with respect to the issue at hand expertly summarized?
- Was there an analysis of these positions that went beyond simply summarizing others' points of view?
- Was there some sense of the geography of the issue, how it affects or is received in particular places?

#### 3. Graphics (if used)

- Were graphics effectively used to reinforce major points in the argument?
- Were the graphics legible? If portions were not legible, were they adequately explained?

#### 4. Time management

- Was the length of the presentation close to the time limit?

#### 5. Response to questions

- Were questions answered succinctly?