

01:450:363 GEOGRAPHY OF DEVELOPMENT

Fall 2021

Mondays/Wednesdays 5:00PM-6:20PM

Tillett Hall 230

Instructor: Dr. Andrea Marston
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Office Hours: Wednesdays, 3:30-4:50PM or by appointment
Schedule OH: <https://marston-office-hours.youcanbook.me>
LMS Canvas: <https://rutgers.instructure.com/courses/134140>

Final exam information: Monday, December 20th 4pm-7pm, Tillett Hall 230

COURSE DESCRIPTION



Urban development in Mexico City. Photo by Johnny Miller / Unequal Scenes

What is development? Why is it so globally uneven? Is it something that just happens over time, or is it a project that must be carefully executed by world leaders? Why are some regions “developed” while others are “developing,” and what is the relationship between them? Why is it that, despite decades of work and billions

of dollars, global inequality remains so pervasive? Who, if anyone, is responsible for this inequality? What development strategies have failed, and which ones seem most promising today?

In this course, we will explore how the interrelated processes of political-economic and sociocultural change commonly known as “development” have repeatedly divided and subdivided the surface of the planet. While development is often taken to refer to the intentional programs and projects undertaken by governments, international development agencies, NGOs, and community groups, these projects have been bolstered by much older theories and histories. Therefore, in this course we will focus on economic development in theory and history starting in Europe in the 1800s (Part 1); Development as an international project of intervention in the so-called “Third World” that took hold in the late 1940s (Part 2); and 21st century trends in global development (Part 3). Throughout the course, we will also discuss how the production of *geographical* difference (e.g., between the Global North and Global South, between information economies and industrial economies, between cities and farmland, etc.) has been the production of *social* difference, especially economic and racial difference.

Although we will be thinking critically about economic theory, you do not need to have a background in either Geography or Economics to succeed in this course. We will discuss all new concepts in detail, and you will receive in-class guidance on how to read and think analytically. That said, this course is fairly reading intensive. You can expect to read an average of 60-80 required pages per week – and you can read much more if you’d like! Supplementary readings are suggested for most weeks, though they are completely optional.

Learning Goals

- **SAS Core Curriculum.** This course satisfies a **Diversities and Social Inequalities [CCD]** requirement in the SAS Core Curriculum.
 - Students will learn to analyze contemporary social justice issues and unbalanced social power systems.
- **Department of Geography.** This course satisfies the following Department of Geography learning goals:
 - To understand and evaluate connections and disconnections between places and peoples within the context of development and unequal power relationships.
 - To be able to identify and apply analytic tools and geographic models appropriate to the study of cultural, societal and economic issues
- **Specific course goals.** By the end of this course, you should be able to:
 - Understand the historically intertwined emergence of capitalism and imperial expansionism and their relationship to development
 - Explain how and why Development became an interventionist project in the 1940s
 - Interpret contemporary development challenges in light of these histories.

Textbook and required material: You do not have to buy any books for this course – all the readings are available as PDFs or links under **Canvas modules**.

Technology Requirements: We will be taking timed in-class quizzes on Canvas every Monday at the start of class, so please be sure to bring a phone, computer, tablet, or some other device that can access the internet (and on which it is not too onerous to type out short answers). I will bring a couple of paper copies to each class in case of battery, internet, or other technological problems.

Office hours: I will hold office hours on Wednesdays from 3:30-4:50PM. Please make an appointment in advance at <https://marston-office-hours.youcanbook.me>. Appointments are available in ten-minute slots; if you want to discuss more than one thing, please feel free to sign up for more than one slot. If you cannot make it on Wednesdays, or if you prefer to meet via Zoom, please email me with the request.

Covid-19 Protocols: This course is taking place in person. Per Rutgers regulations, all of us must wear masks throughout class. If this changes, or if we must switch to remote instruction, I will send detailed directions via Canvas.

COURSE REQUIREMENTS

Requirements and Percentage of Grade Associated with Each Requirement

1. Reading quizzes – 25%
2. Participation (see details below) – 25%
3. Midterm Exam: 25%
4. Final Exam: 25%

Reading quizzes (25%)

Every Monday class will begin with a quiz about the week's readings. **This means that you must read all the assigned readings BEFORE Monday's class.**

Each quiz will be worth ten points and will become available on Canvas at the start of class (5:00pm). You will have 15 minutes to complete the quiz. Some of the questions will be multiple choice or fill-in-the-blank, whereas others might require 1-2 sentence responses. They will contain a mixture of factual questions (e.g., According to Lenin, does capitalism lead naturally to imperialism or to internationalism?) and short answer questions (e.g., Briefly summarize Lenin's central argument about the relationship between capitalism and imperialism). Your lowest quiz score will not be counted toward your final grade.

Participation (25%)

Participation is based on **attendance** and **thoughtful contributions to classroom discussion**.

Attendance: You are expected to come to every class. If you have to miss one or two classes, please use the University absence reporting website to indicate the date and reason for your absence: <https://sims.rutgers.edu/ssra/>. An email is automatically sent to me. If something major happens that prevents your attendance for more than two classes (e.g., major health or family issue), please discuss with me how we might ensure your success in the class. If you are absent more than twice without being in communication about make-up strategies, it will be reflected in your grade.

Classroom contributions: In addition to carefully reading the assigned texts prior to class on Monday, please come with questions and ideas that you want to discuss from the readings (even if it is a point of confusion, like "what does Adam Smith have to do with development geography?"). **I strongly encourage you to take notes on the readings and bring your notes to class to assist with discussion.** My lectures tend to be non-contiguous, meaning that I take frequent breaks for discussions in both small groups and as a whole class. If you participate actively in either or both formats, it will help your grade.

Midterm Exam (25%)

The midterm exam will include some definitional work, short answer questions (2-3 sentences), and two mini-essays (1-2 handwritten pages). Unlike the quizzes, this will be an analog exam (i.e., you do not need to bring an electronic device). It will take place in class on **Wednesday, October 27th**.

Final Exam (25%)

The midterm exam will follow the same format as the midterm exam but will be slightly longer and cumulative (inclusive of all course material). Like the midterm, it will be an analog exam (i.e., you do not need to bring an electronic device). It will take place on **Monday, December 20th from 4pm-7pm in our regular classroom (Tillett Hall 230).**

Grading

Below is the standard undergraduate grade scale. All grades (quizzes, midterm, exam) will be posted on Canvas.

<u>Letter</u>	<u>Percentage</u>	<u>Grade Point</u>
A	90-100	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
D	60-69	1.0
F	Below 60	0.0

CLASSROOM POLICIES AND SUPPORT

Safe Space: I am committed to creating a safe space for everyone to discuss, debate and grapple with the complex and potentially sensitive ideas and issues presented in this class. I expect you to respect each other and the diversity of opinions in the classroom. That said, offensive comments and personal attacks will not be tolerated. In the event that offensive comments are made (intentionally or not), I will intervene. Please be as sensitive as possible to the impact that your words might have on those around you.

Academic Honesty: Students are expected to understand and act in accordance with the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, having someone else complete your course work, and facilitating violations of academic integrity by others. Below are some resources to explore about academic integrity, but please also ask me if you have any doubts.

- Resources for Students: <http://academicintegrity.rutgers.edu/resources-for-students/>
- General Academic Integrity Link: <http://academicintegrity.rutgers.edu/>
- The Camden Plagiarism Tutorial (Interactive): <http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>
- Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism

Honor pledge: All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows: *On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.)*

Library/Learning Support: Online Learning Tools from Rutgers University Libraries include Rutgers RIOT, Searchpath and RefWorks – you can find them at <http://www.libraries.rutgers.edu/tutorials>. You may

also consider visiting the Learning Centers (<https://rlc.rutgers.edu/>) or Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Intellectual Property Rights: Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

Student Wellness Services:

- **Bias Incident Reporting and Support (DICE):** <https://diversity.rutgers.edu>
The Division of Diversity, Inclusion, and Community Engagement works to advance, promote and advocate for inclusiveness, diversity, and equity at Rutgers University. If you believe you are the victim of or a witness to an alleged bias incident, you may report the incident, in person or by phone, to the Dean of Students Office, Residence Life staff, or another member of the Student Affairs staff <https://diversity.rutgers.edu/resources/bias-and-crisis-support>. Individuals may also report an alleged bias incident online at: <http://studentaffairs.rutgers.edu/for-students/bias/bias-incident-reporting/>
- **Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / <http://health.rutgers.edu/medical-counseling-services/counseling/>.
University is stressful, particularly when you are juggling many courses, jobs, and family responsibilities – and everything has been dramatically compounded by COVID-19. CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
- **Crisis Intervention:** <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>
- **Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>
- **Violence Prevention & Victim Assistance (VPVA):** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/. The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- **Disability Services:** (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. The documentation supports your request for

reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

- **Sexual harassment, sexual assault, dating or domestic violence, and/or stalking** may be reported using any of the following options:
 - Report to a Title IX Coordinator directly (a list of each campus's Title IX Coordinator is provided below). Such a report may be made at any time (including during non-business hours) via telephone or email, or by mail to the address listed for the Title IX Coordinator.
 - Report online, using the reporting form at <http://endsexualviolence.rutgers.edu/report-an-incident/>
 - Individuals may also report crimes of sexual violence to the Rutgers University Police Department.

COURSE AGENDA

Part I: Classical Theories and Imperial Histories (late 1700s-1940s)

Week 1 (9/1): Welcome to Geography of Development! (No readings)

Week 2 (9/8): What is the Object of Development?

(NOTE: NO CLASS ON MONDAY 9/6 = NO QUIZ THIS WEEK)

- Sachs, Jeffrey. 2005. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Press. "Introduction" (p. 1-4) and "Why Some Countries Fail to Thrive," (pp. 51-73).
- Easterly, William. 2007. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Press, "Planners versus Searchers" and "The Legend of the Big Push" (p. 3-57)

Week 3 (9/13 & 9/15): Enlightenment Theory: Smith & Marx

- Adam Smith (1776). *The Wealth of Nations*. Chapters 1-3 (pp. 8-21 of PDF on Canvas)
- Emma Rothschild (1992). Adam Smith and Conservative Economics. *Economic History Review* 45(1): 74-96.
- Karl Marx & Frederick Engels (1848). *The Communist Manifesto*. Preamble & Chapters 1-2. (pp. 14-27 of PDF on Canvas)

Supplementary Readings (optional):

- Adam Smith (1790) *The Theory of Moral Sentiments* (esp. Chapter 3).
- Vivienne Brown (1996). The Emergence of the Economy. In Stuart Hall et al (eds) *Modernity*. Oxford: Blackwell.
- Giovanni Arrighi (2007). The Historical Sociology of Adam Smith. In *Adam Smith in Beijing: Lineages of the Twenty-first Century*. London: Verso.

Week 4 (9/20 & 9/22): Enlightenment History: Racial Capitalism & Colonialism

- Cedric Robinson (2000[1983]). *Black Marxism*. UNC Press. Chapter 5: “The Atlantic Slave Trade and African Labor.” (pp. 101-120)
- Robin. D. G. Kelley (2017). “What did Cedric Robinson Mean by Racial Capitalism?” *Boston Review*. Online: <http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism>
- Aimé Césaire. (2000 [1972]) *Discourse on Colonialism*. Monthly Review Press. (pp. 29-78).
 - In class video: *Geographies of Racial Capitalism with Ruth Wilson Gilmore – An Antipode Foundation Film*. <https://www.youtube.com/watch?v=2CS627aKrJI>

Supplementary Readings (optional):

- Walter Johnson (2017). To Remake the World: Slavery, Racial Capitalism, and Justice. In Walter Johnson and Robin Kelley (eds) *Race Capitalism Justice: Boston Review Forum 1*: 11-31.
- W.E.B. Du Bois (1920 [1910]). The Souls of White Folks. In *Darkwater: Voices from within the Veil*. Harcourt, Brace & Hough: 15-25.
- Baptist, Edward (2014). *The Half has Never Been Told: Slavery and the Making of American Capitalism*. New York: Basic Books: 39-49.
- Marilyn Lake & Henry Reynolds (2008). *Drawing the Global Colour Line: White Men’s Countries and the International Challenge of Racial Equality*. Cambridge University Press: 1-12.

Week 5 (9/27 & 9/29): Early 1900s: Age of Imperialism & Militarism

- J. Hobson. (1902). *Imperialism: A Study*. “Introductory: Nationalism and Imperialism” (pp. 1-12), “Chapter IV: Economic Parasites of Imperialism” (pp. 51-68), Chapter VI: The Economic Taproot of Imperialism” (pp. 76-99).
- Lenin, V.I. (1916) *Imperialism: The Highest Stage of Capitalism*. Preamble & Chapter 1 (pp. 11-27), Chapters VII & VIII (pp. 91-112) (Pages correspond with PDF on Canvas).

Supplementary Readings (optional):

- Eric Hobsbawm (1987). *The Age of Empire: 1875-1914*. (New York: Pantheon Books): esp. Chapter 3.
- V. G. Kiernan (1995). *Imperialism and its Contradictions*. New York: Routledge.

Week 6 (10/4 & 10/6): Rethinking State, Market, and Civil Society: Intro to Polanyi

- Polanyi, Karl. 2001[1944]. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press.
 - “Introduction” (by Fred Block), pp. xviii-xxxviii.
 - Chapter 6: “The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money (pp. 71-80)
 - Chapter 11: “Man, Nature, and Productive Organization” and Chapter 12: “Birth of the Liberal Creed” (pp. 136-157)

Supplementary Readings (optional):

- Oleg Komlik (2017). Karl Polanyi on the Rise of Fascism and Market Economy. Online: <https://economicsociology.org/2017/01/22/karl-polanyi-on-the-rise-of-fascism-and-market-economy/>
- Gareth Dale (2016). *Karl Polanyi: A Life on the Left*. New York: Columbia University Press.

Part II: “D”evelopment as an Interventionist Project (1940s-2000s)

Week 7 (10/11 & 10/13): 1940s: Cold War, Decolonization, & “D”evelopment

- Odd Arne Westad. 2007. *The Global Cold War*. Cambridge University Press. Chapters 3 & 4 (pp. 73-157).
- Vijay Prashad. 2007. *The Darker Nations: A People’s History of the Third World*. “Introduction” (pp. xv-xix), “Bandung” (pp. 31-50), & “Havana” (pp. 105-115). New York: New Press.
 - In class video: Harry Truman’s Inaugural Speech, 1949.
<https://www.youtube.com/watch?v=fWwcZLNrtAY>
 - In class doc: “The Other Side of the Suez” (BBC)
<https://www.youtube.com/watch?v=ETOUALw2EIs>

Supplementary Readings (optional):

- Escobar, Arturo. 1995. *Encountering Development*. Princeton University Press, pp. 1-12 & 39-44.
- Ferguson, James. (1994). *The Anti-Politics Machine: ‘Development,’ Depoliticization, and Bureaucratic Power in Lesotho*. Minneapolis: U of Minnesota Press.
- Philip McMichael (2000). *Development and Social Change*. London: Sage. Chapter 1: “Instituting the Development Project,” pp. 1-42.
- F. Cooper (1998). Modernizing Bureaucrats, Backward Africans, and the Development Concept. In F. Cooper and R. Packard, *Development Knowledge and the Social Sciences*. Berkeley: University of California Press.
- Uma Kothari (2006). From Colonial Administration to Development Studies; A Post-Colonial Critique. In *A Radical History of Development Studies*. London: Zed, 2006.

Week 8 (10/18 & 10/20): 1950s to 1970s: From Modernization to Basic Needs

- Albert Hirschman (1981). “The Rise and Decline of Development Economics,” in *Essays in Trespassing: Economics to Politics and Beyond*. Cambridge University Press. Chapter 1 (pp. 1-24)
- W. Baer (1972) Import Substitution and Industrialization in Latin America: Experiences and Interpretations. *Latin American Research Review* 7(1): 95-122.
- Rostow, W. W. (1959). The Stages of Economic Growth.” *The Economic History Review* 12(1): 1-16.
- Andre Gunder Frank, ‘The Development of Underdevelopment,’ *Monthly Review* (18) 1966: pp. 17-31.

Supplementary Readings (optional):

- Harriet Friedmann, ‘The Political Economy of Food: The Rise and Fall of the Postwar International Food Order,’ *American Journal of Sociology* (88) 1982: 248-286.
- Nils Gilman, *Mandarins of the Future: Modernization Theory in Cold War America*. (Baltimore: Johns Hopkins University Press, 2004): Chapter 1.
- R. Prebisch, *The Economic Development of Latin America and its Principal Problems* (New York: United Nations, 1950).
- Robert McNamara, ‘Paupers of the World and How to Develop Them,’ (Excerpts from the Address to the Board of Governors, World Bank, Nairobi 1973).
- Robert Wood, ‘Basic Needs and the Limits of Regime Change,’ in *From Marshall Aid to Debt Crisis: Foreign Aid and Development Choices in the World Economy*. Berkeley: University of California Press: pp. 195-231.

Week 9 (10/25 & 10/27): MIDTERM WEEK

- Monday: Catch up & Review
- Wednesday: Midterm Exam

Week 10 (11/1 & 11/3): 1980s: Neoliberalism & the Washington Consensus

- Williamson, John. 1993. "Democracy and the Washington Consensus," *World Development* 21(8): 1329-36.
- Lance Taylor, 'The Revival of the Liberal Creed: the IMF and the World Bank in a Globalized Economy,' *World Development* 25 (2) 1997: 145-152.
- Peter Gowan *The Global Gamble* (London: Verso Press, 1999): esp. pp. 8-12; 16-35; 41-44; 48-50.

Supplementary Readings (optional):

- William Canak, 'Debt, Austerity, and Latin America in the New International Division of Labor,' in *Lost Promises: Debt, Austerity, and Development in Latin America* (Westview Press, 1989): pp.9-29.
- Thomas Biersteker, 'Reducing the Role of the State in the Economy: A Conceptual Exploration of IMF and World Bank Prescriptions,' *International Studies Quarterly* 34 (4) 1991: pp. 477-492
- Michael Watts (1994) 'Development II: The Privatization of Everything,' *Progress in Human Geography* 18(3): 371-384.

Week 11 (11/8 & 11/10): 1990s: From Globalization to "the Local"

- Rodrik, D. (2006). Goodbye Washington consensus, hello Washington confusion? A review of the World Bank's economic growth in the 1990s: learning from a decade of reform. *Journal of Economic literature*, 44(4), 973-987.
- Escobar, Arturo. "Imagining a Post-Development Era? Critical Thought, Development and Social Movements." *Social Text*, no. 31/32 (1992): 20-56.
- Mohan, G. and K. Stokke, 'Participatory Development and Empowerment: The Dangers of Localism,' *Third World Quarterly* 21(2) 2000: esp. 247-250; 258-263.

Supplementary Readings (optional):

- Michael Hudson & Jeffrey Sommers (2008). The End of the Washington Consensus *Counterpunch* Dec. 12/14.
- Schumacher, E. F. (2011[1973]). *Small is beautiful: A study of economics as if people mattered*. Random House.
- Gillian Hart, 'Development Critiques in the 1990s: *cults de sac* and promising paths,' *Progress in Human Geography* 24 (4) 2001: 649-658.

Part III: 21st Century Development Debates

Week 12 (11/15 & 11/17): Militarization of Development

- Naomi Klein (2008). *Shock Doctrine: The Rise of Disaster Capitalism*. Part 6: Iraq, Full Circle: Overshock (pp. 325-382).
- Greenburg, J. (2017). Selling Stabilization: Anxious Practices of Militarized Development Contracting. *Development and Change*, 48(6), 1262-1286.

Supplementary Readings (optional):

- Mahmood Mamdani (2002). Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism. *American Anthropologist*, 104(3): 766-775.
- Greg Grandin (2006). *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. New York: Henry Holt.

Week 13 (11/22 – NO CLASS ON 11/24): The New Scramble for Africa?

- NO READINGS

Week 14 (11/29 & 12/1): China's 'D'evlopment Projects

- Huang, Y. (2016). Understanding China's Belt & Road initiative: motivation, framework and assessment. *China Economic Review*, 40, 314-321.
- Dwyer, M. B. (2020). "They will not automatically benefit": The politics of infrastructure development in Laos's Northern Economic Corridor. *Political Geography*, 78, 102118

Supplementary Readings (optional):

- Lu, J., & Schönweger, O. (2019). Great expectations: Chinese investment in Laos and the myth of empty land. *Territory, Politics, Governance*, 7(1), 61-78
- Myers, M. (2018). China's belt and road initiative: what role for Latin America?. *Journal of Latin American Geography*, 17(2), 239-243.

Week 15 (12/6 & 12/8): Social Grants & the Redistribution of Wealth

- Ferguson, J. (2015). *Give a man a fish*. Durham: Duke University Press. Introduction (pp. 1-33)
- Torkelson, E. (2020). Collateral damages: Cash transfer and debt transfer in South Africa. *World Development*, 126, 104711.

Supplementary Readings (optional):

- Hanlon, J., Barrientos, A., & Hulme, D. (2012). *Just give money to the poor: The development revolution from the global South*. Kumarian Press
- Peck, J., & Theodore, N. (2015). *Fast policy: Experimental statecraft at the thresholds of neoliberalism*. U of Minnesota Press

Week 16 (12/13): Course Wrap-Up & Review (Q&A style – bring your questions)

***** FINAL EXAM: Monday, December 20th 4pm-7pm, Tillett Hall 230 *****