

2002F- Problems in Global Development

Centre for Global Studies
Huron University College- Fall 2014

Dr. Jennifer Mustapha

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Wednesday Evenings (6:00pm-9:00pm)
Location: HC-V210

Office: A206

Office Hours: TBD

If my scheduled office hours conflict with your schedule, please feel free to send me an e-mail to set up an appointment outside of those times.

Contacting me:

The best way to contact me is through e-mail at jmustap@uwo.ca - During the week, I will try to respond within 24 hours, and on the weekends within 48 hours. *Due to privacy rules, you must e-mail me from your own uwo.ca e-mail account.* E-mails are best for setting up office appointments and for asking brief questions, for which I can provide brief answers. Please put the course number and the nature of your request into the subject line of your e-mail.

Required Materials:

- All course readings and materials are available in journals and other materials through your access to the UWO library (most of them are posted on the OWL course page); and through provided web links.

Course Overview:

This course strengthens and builds upon students' existing knowledges and understandings of the major concepts in and theoretical approaches to global development covered in CGS1023. *This course takes as its starting point the idea that existing global inequalities are rooted in historical structures, institutions, and narratives.* With this in mind, this course provides a comparative and theoretical examination of specific topics and issues in global development in areas like economic globalization and trade, development aid, environmental concerns, "humanitarian" intervention, migration, and "democracy-building" among others. In particular, this course problematizes normative conceptions of development rooted in logics of liberal governmentality and particularistic notions of political and economic "progress" presumed to be both universal and superior.

Learning Objectives:

By the end of the course, students will be able to:

- 1) Demonstrate a critical understanding of the normative and analytical problems inherent in existing conceptions of development.
- 2) Demonstrate analytical knowledge of specific topics and issues relating to development.

- 3) Critique and unpack the ways in which existing conceptions of development foreground a pervasive logic of neoliberal governmentality.
- 4) Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

Evaluation (Specifics will be discussed in class and posted on OWL):

Reading Reflection Journal:	10%
Critical Film Review:	20%
Think Piece:	20%
Class Jigsaw Project:	20% (10% for case briefing note and report; 10% self-assessment)
Final Exam:	30%

Course Format:

This is a 2nd year course that combines lectures, class projects, assignments and a variety of discussion methods. In general, each week will be devoted to a particular topic, and I will usually deliver a lecture pertaining to that topic. Please note that I will not generally be using any extensive Power Point presentations, nor will I be providing or posting “lecture notes” on OWL. My classes are interactive and collaborative- rather than just standing at the front and talking *at* you for an hour and a half, I will instead be asking you questions and engaging you in discussion in a variety of ways. As such, **all students are expected to complete the assigned readings each week before class**, and to come to every class armed with relevant questions and ideas in order to participate actively. In general, we will use the second half of class each week for a directed discussion, where we critically engage the main points of the required readings and raise provocative and engaging questions relating to the weekly topic and the broader themes of the course. I will often raise specific questions for general discussion and engage you in classroom activities like small conversation groups, problem solving activities, and debate discussions.

Success in this course:

I have high (but not unreasonable) expectations for my students because I believe that you deserve that respect. Importantly, the lectures, readings, assignments, and class participation activities are *all* components of the course, and are instrumental in your learning. Material covered in one component may not be covered in another. If you **attend the lectures, engage with the assigned material, complete your assignments and participate in discussions and class activities** you will be well equipped to achieve the learning objectives of the course. The key however, is to stay on top of things. You need to hit the ground running. Do not put off the readings and do get a head start on whatever work you can. Utilize your resources. Familiarize yourself with the course content on OWL. Contact me if you have questions about the material or about assignments.

Quick Index of Weeks and Toics

*IMPORTANT: Subject to change, especially in the event of illness or inclement weather.
Appropriate notice will be given in the event of any changes.*

<i>Date</i>	<i>Week #</i>	<i>Weekly Topic</i>
Sep. 10	Week 1:	Introduction to the course
Sep. 17	Week 2:	“Development” as a contested concept
Sep. 24	Week 3:	Discourses and narratives of development
Oct. 1	Week 4:	Development and global governance
Oct. 8	Week 5:	Development and economic globalization ***** FILM REVIEW DUE Oct 8 *****
Oct. 15	Week 6:	Development, poverty and global inequalities
Oct. 22	Week 7:	Development, conflict and (in)security
Oct. 29	Week 8:	Development, sustainability and the environment
(Fall Study Break: October 30 th , 31 st)		
Nov. 5	Week 9:	Development, health, and gender ***** THINK PIECE DUE Nov 5th *****
Nov. 12	Week 10:	Class jigsaw project
Nov. 19	Week 11:	Class jigsaw project
Nov. 26	Week 12:	Re-imagining development ***** CLASS JIGSAW PROJECT REPORTS DUE IN CLASS TODAY *****
Dec. 3	Week 13:	What is the future of “development”?

Class Schedule, Weekly Topics and Weekly Reading Assignments

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WEEK 1. September 10: Introduction to the course

In the first week we discuss the plan for the course, my expectations for the class and our learning objectives. We will also discuss the various assumptions and knowledges we bring to this course, and what we all expect to get out of it.

Readings:

- Make sure you acquaint yourself with the OWL website for the class. Read through the course outline and peruse the readings and resources that I have posted. Familiarize yourself with the Dropbox feature.

WEEK 2. September 17: Development as a contested concept

This week we explore and discuss “development” as a contested concept. What is “development”? How do we define it and where does this concept come from? How is “development” rooted in historical structures? Is “development” a process or an end-point?

Readings:

- Anghie, A., (1999), “Finding the Peripheries: Sovereignty and Colonialism in Nineteenth Century International Law,” *Harvard International Law Journal*, 40(1)
- Fukuda-Parr, S., & Hulme, D. (2011). International norm dynamics and the “end of poverty”: understanding the Millennium Development Goals. *Global governance: a review of multilateralism and international organizations*, 17(1), 17-36.
- Hardt, Michael, and Antonio Negri (2009) Preface to *Empire*. Harvard University Press.
- Humphrey, John (2007), “Forty Years of Development Research: transformations and reformations”, *IDS Bulletin* 38(2), March 2007: 14-19.

WEEK 3. September 24: Discourses and narratives of development

What stories do we tell about development and where do these stories come from? Why and how do cultural and institutional narratives around development matter? This week we examine the normative nature of development discourses and look at the worldviews and interests that are served by the prevailing discourses around development.

Reading:

- Cornwall, A. (2007). Buzzwords and fuzzwords: deconstructing development discourse. *Development in practice*, 17(4-5), 471-484.
- Lewis, D., Rodgers, D., & Woolcock, M. (2013). The projection of development: cinematic representation as a (nother) source of authoritative knowledge?. *The Journal of Development Studies*, 49(3), 383-397.
- Steger, Manfred B. (2005) "From market globalism to imperial globalism: Ideology and American power after 9/11." *Globalizations* 2, no. 1: 31-46.

WEEK 4. October 1: Development and global governance

This week we look at the global governance of development. What is the role of state institutions in development? What about the United Nations, international development

agencies, NGOs, International Financial Institutions and other multilateral actors? What are the Millennium Development Goals?

Readings:

- Gregory Chin and Fahimul Quadir (2012), "Introduction: Rising States, Rising Donors and the Global Aid Regime," *Cambridge Review of International Affairs*, 25(4): December: 493-506.
- Williamson, John (2003) "The Washington Consensus and Beyond," *Economic and Political Weekly*, Vol. 38, No. 15 (Apr. 12-18, 2003), pp. 1475-1481
- Wright, G. W. (2012). NGOs and western hegemony: Causes for concern and ideas for change. *Development in Practice*, 22(1), 123-134

WEEK 5. October 8: Development and economic globalization

*****FILM REVIEW DUE OCT 8th*****

How has the "development project" changed in the context of globalization? How does international trade factor into development? This week, we look at the economic aspects of globalization that pertain to development. We focus on the impact of trade and financial flows and the attendant movement of goods, services and capital that have such a large impact on populations and individuals.

Readings:

- Rodrik, Dani (2012) "Global Poverty Amid Global Plenty: Getting Globalization Right" at <http://www.americasquarterly.org/node/3560>
- William I Robinson (2002), "Remapping development in light of Globalisation: from a Territorial to a Social Cartography." *Third World Quarterly*, 2(6):1047-1071.
- Lall, S. (2002). "Globalization and development," *Perspectives for emerging nations*, Prepared for the BNDES 50th Anniversary Seminar, Rio de Janeiro.

WEEK 6. October 15: Development, poverty and global inequalities

How does the global division of labour relate to development? How do realities like rapid urbanization and rampant food insecurity factor into models of development? This week we look at the continuing challenges of global structural inequalities and the pervasiveness of extreme poverty in many parts of the world.

Readings:

- McMichael, P., & Schneider, M. (2011). Food security politics and the Millennium Development Goals. *Third World Quarterly*, 32(1), 119-139.
- Patel, Raj. (2009) "What does food sovereignty look like?" *Journal of Peasant Studies* vol. 36, no. 3: 663-706
- Walker, R. B. J., 2002, "International/Inequality," *International Studies Review*, 4(2), 7-24
- (excerpts) United Nations (2010). *Rethinking Poverty: Report on the World Social Situation 2010* (Vol. 9). United Nations Publications. Available at <http://www.un.org/esa/socdev/rwss/docs/2010/fullreport.pdf>

WEEK 7. October 22: Development, conflict and (in)security

What is the "security-development nexus"? What are the relationships between conflict and "development"? How does the development project contribute to conflict, and how do development paradigms shape responses to conflict? This week we look at the connections

between development and war, and the biopolitics of humanitarianism, migration, and “democratization.”

Readings:

- Stern, M., & Öjendal, J. (2010) “Mapping the security—development nexus: conflict, complexity, cacophony, convergence?” *Security Dialogue*, 41(1), 5-29.
- Duffield, M. (2010) “The Liberal Way of Development and the Development—Security Impasse: Exploring the Global Life-Chance Divide” *Security Dialogue*, 41(1):53-76
- Tanguy, Joelle (2003) “Redefining Sovereignty and Intervention” *Ethics and International Affairs* 17 no.1: 141-148
- Christine Keating (2003), “Developmental Democracy and Its Inclusions: globalization and the transformation of participation,” *Signs: Journal of Women in Culture and Society*, 29(2): 417-437

WEEK 8. October 29: Development, sustainability and the environment

What impacts do processes of development have on the environment? What efforts are being made to address the ecological challenges presented by the project of development? This week we look at the various ways that the dynamics, processes and paradigms of development contribute to environmental degradation.

Readings:

- Redclift, M. (2005). Sustainable development (1987–2005): an oxymoron comes of age. *Sustainable development*, 13(4), 212-227.
- Luke, T. W. (2005). Neither sustainable nor development: reconsidering sustainability in development. *Sustainable development*, 13(4), 228-238.
- Ramesh, J. (2010). The two cultures revisited: the environment-development debate in India. *Economic & Political Weekly*, 45(42), 13.

(Fall Study Break: October 30th, 31st)

WEEK 9. November 5: Development, health and gender

*******THINK PIECE DUE NOV 5th*******

This week we focus on the gendered aspects of development and, in particular, issues around maternal health care, sexual and reproductive rights, and the feminization of poverty. We also examine related issues around the impact of HIV/AIDS and other communicable diseases, and their impact on questions of development.

Readings:

- Bernadette P. Resurreccion (2006), “Gender, Identity and Agency in Philippine Upland Development.” *Development and Change* 37(2): 375–400.
- Kabeer, N. (2004). Globalization, labor standards, and women's rights: dilemmas of collective (in) action in an interdependent world. *Feminist Economics*, 10(1), 3-35.
- Kirton, J., & Guebert, J. (2009). Canada's G8 global health diplomacy: Lessons for 2010. *Canadian foreign policy journal*, 15(3), 85-105.

WEEK 10. November 12: CLASS JIGSAW PROJECT

WEEK 11. November 19: CLASS JIGSAW PROJECT

WEEK 12. November 26: Re-Imagining Development

*****CLASS JIGSAW REPORTS DUE NOV 26th*****

We have problematized normative conceptions of development rooted in logics of neoliberal governmentality and particularistic notions of political and economic “progress” presumed to be both universal and superior. But are there alternatives? What are some of the ways that conceptions of “development” can be (or are already being) re-imagined?

Readings:

- Frans J Schuurman (2009), “Critical Development Theory: moving out of the twilight zone,” *Third World Quarterly* 30 (5): 831–848.
- Smith, Jackie (2012) “Transnational Activism and Global Social Change,” in *Global Civil Society: Shifting Powers in a Shifting World*, Heidi Moksnes and Mia Melin (eds), Uppsala: Uppsala University Press pp. 9-26
- Castells, Manuel (2008) "The new public sphere: Global civil society, communication networks, and global governance." *The ANNALS of the American Academy of Political and Social Science* 616, no. 1: 78-93.

WEEK 13. December 3: What is the future of “development”?

Class wrap-up and exam review

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities. In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca/secure/index.cfm> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and

provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may

be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at:

<http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242.

Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>