

Course Objectives

- To introduce and develop an understanding of the main debates around global development, poverty and inequality.
- To encourage critical thinking on the most pressing problems of development practices.
- To expose students to the challenges associated with development issues in different historical and cultural contexts.
- To identify some major debates on the current state of global development and their political implications.

Course Structure and Methods

These ambitious aims require an ongoing commitment throughout the semester from both students and instructor in the effort to make this course a stimulating academic experience.

Our class meets twice a week: Tuesdays, for a two-hour period and Thursdays, for a one-hour period. This class-time is structured as follows:

Tuesdays 3:30pm – 5:30pm
Lectures & Class activities/discussion

Thursdays 2:30pm – 3:30pm
Starting in Week 4, Thursdays will be schedule for class debates.
The debate topics follow the themes discussed on previous Tuesday.

Please be aware that lectures do not necessarily repeat the information found in the weekly readings. On the contrary, lectures often aim at bringing to the forefront new questions and issues that relate to the weekly topics. Hence, lectures and class discussions do not replace the required readings. Likewise, required readings are not a substitute for lectures and class discussions.

A minimum requirement is that students read the material before coming to class in order to facilitate the process of active learning through participation and engagement. Thus it is very important that students attend all lectures and critically reflect on all assigned readings for this course.

Learning Outcomes

On completion of this course, students should be able to:

- Outline the main approaches that sustain different development strategies and practices.
- Demonstrate critical awareness on the most pressing issues affecting development thinking and practice.
- Explain some of the forces affecting the context in which development efforts take place.
- Assess the impact of new actors and emerging agendas for the ways in which we think about development.

Course readings

There are two required books for this course:

- ❑ Haslam, Paul A., J. Schafer, and P. Beaudet. 2012. *Introduction to International Development. Approaches, Actors, and Issues. Second Edition*. Don Mills, ON: Oxford University Press. (*Part III*)
- ❑ Cupples, Julie. 2013. *Latin American Development*. New York: Routledge.

A link to additional required readings assigned for this course will be posted on OWL.

Each of the above books is available for purchase at the UWO Bookstore, and copies are available on Reserve Loan (2-hour) at the Huron University College Library.

Course Calendar

Lectures and class discussions will be conducted under the assumption that all students have completed the readings each week. Critical engagement with the readings is essential for reaching the learning objectives of this course.

References: **ID** “Introduction to International Development”
 LA “Latin American Development”

Week 1 **Re-introducing development**
Jan. 7, 9

- General overview of the course and basic housekeeping.
- What is “global development”? What do we assume when we study development?
- Latin America and Development

Required readings: LA: Ch. 1 (Introduction)

PART I: Development in Global Perspective

Week 2 **The nature and historical context of development**
Jan. 14, 16

- A theoretical overview
- What is the Global South? The politics of labelling
- Main components of development: markets; states; civil society
- The legacies of imperialism, colonialism and nationalism

Required readings: * LA: Ch. 2

* Hochstetler, Kathryn and Alfred P. Montero. 2013. “The Renewed Developmental State: The National Development Bank and the Brazil Model.” *The Journal of Development Studies* 49, no. 11: 1484-1499

*** *Sign-up for Debates* ***

Week 3 **The Governance Agenda**

Jan. 21, 23

- The state and its role in development
- Other development agencies
- Democracy and the “Governance Agenda”

Required readings: ID: Ch. 16 and 27
LA: Ch. 4

Week 4 **The Global Economy: Emerging Issues and Key Actors**

Jan. 28

- Understanding globalization and change. Characteristics of the global economy.
- The global economy and development in the Global South
- Neoliberalism or “Another World is Possible”

Required readings: ID: Ch. 14 and 15
LA: Ch. 3

Jan. 30

Debate 1: “Development is a form of imperialism.”

PART II: Key Issues in Global Development

Week 5 **Experiences of Poverty**

Feb. 4

- Poverty and Global inequality
- Employment and other forms of making a living: the informal sector; small-scale economies; drugs trade
- Child Labour in the Global South

Required readings: ID: Ch. 13

Samantha Punch, “Childhoods in the Majority World: Miniature Adults or Tribal Children?” *Sociology* 37, no. 2: 277-295.

Feb. 6

Debate 2: “Sweatshops and cheap labour may not solve the problem of poverty in the Global South but they provide opportunities for employment that benefit the poor.”

Week 6 **Conflict, Human Rights and Refugees**
Feb. 11

- Contemporary war and its relation to development
- Human Security
- Ethnic Conflict

Required readings: ID: Ch. 22

Feb. 13 *** *Essay Proposals are due* ***

Debate 3: “Development is likely to produce conflict.”

*** Reading Week (Feb. 17-21) ***

Week 7 **Environmental Degradation and Development**
Feb. 25

- Environmental degradation and development
- Environmental degradation and poverty
- Sustainable development
- Climate change

Required readings: ID: Ch. 17
LA: Ch. 5

Feb. 27

Debate 4: “The idea of “sustainable development” that the World Bank supports is inadequate because it does not address existing inequalities and dominant visions of development.”

Week 8 **Food and Development**
Mar. 4

- Food Security
- Land Reform and Food Sovereignty
- Genetically-modified crops and world hunger

Required readings: Patel, Raj. 2009. “What does food sovereignty look like?”
Journal of Peasant Studies vol. 36, no. 3: 663-706

ID: Ch. 18

Mar. 6

Debate 5: “The use of bio-technology in the form of genetically modified crops is addressing global food needs.”

Week 9 **Health and Gender**

Mar. 11

- Understanding the relationship between gender and development (CDS 7.2)
- Maternal health care and development (CDS 8.2): Reproductive and sexual rights as a dimension of development (CDS 7.10, 7.11); The impact of HIV/AIDS (CDS 8.3)
- Development policies and women

Required readings: ID: Ch. 20
LA: Ch. 6

Mar. 13

Debate 6: “The strategy of ‘gender mainstreaming’ has not been an effective mechanism to address women issues and concerns in development.”

Week 10 **Canada’s Role in Global Development**

Mar. 18

- Trends in foreign aid
- The role of Canadian Aid: Is it working towards alleviating poverty?

Required readings: Kane, Molly. 2013. “International NGOs and the Aid Industry: constraints on international solidarity.” *Third World Quarterly* 34, no. 8: 1505-1515.

Mar. 20 *** Essay is due ***

Debate 7: “Canadian foreign aid is an ineffective way to alleviate poverty.”

Week 11 **Urbanization and Development**

Mar. 25

- Unprecedented urbanization and urban population growth
- Mega-cities: centres of opportunity or spaces of deprivation and inequality?
- Housing the urban poor

Required readings: ID: Ch. 19

Mar. 27

Debate 8: “Population growth is not a cause for concern. Development policies should not try to influence or control population growth or its distribution.”

PART III: The future of Global Development

Week 12 **Development from below: New Voices and Agendas**

Apr. 1

- Participatory Development
- Small-scale development: the case of rural cooperatives
- Self-help

Required readings: ID: Ch. 24 and 26
LA: Ch. 7

Apr. 3

Debate 9: “Local participation does not address the power imbalances that exist in development projects.”

Week 13 **Thinking beyond “development.”**

Apr. 8

- From an “impasse” in development to post-development.
- Development as invention, management, and control of the Third World

Required readings: ID: Epilogue

LA: Ch. 9

Escobar, Arturo. 1988. “Power and Visibility: Development and the Invention and Management of the Third World.” *Cultural Anthropology* vol. 3, no. 4: 428-443.

End-of-term Self-Evaluation

Review before Final Exam

Course Evaluation

All due dates are absolute, and late work is not accepted. This applies to all assignments, including exams. An assignment submitted after its due date will receive a grade of zero. Extensions, however, may be granted with proof of severe medical or other emergency in the form of an official, signed medical note (etc.) that explains why the student is unable to complete the assignment on time. This note should be submitted to the student's academic counsellor.

If you feel that you have a medical or personal problem that is interfering with your work, please contact both the Academic Counselling Office and myself as soon as possible to make possible arrangements before the assignment is due.

All work must be submitted in print, except provisions made by instructor.

Attendance	5%	Ongoing
Participation	10%	Ongoing
Debate	15%	Pre-assigned dates (Sign-up sheet)
Research Proposal	10%	Week 6 (Thursday)
Final Essay	30%	Week 10 (Thursday)
Final Exam	30%	Exam Period

Attendance

Regular attendance and a serious effort to actively and productively contribute to discussion and debate in class, and during presentations are highly expected.

All students begin with a mark of five points (5/100). One point is deducted for each missed lecture (Tuesdays). If the absence is justified under university regulations, please submit a note to your academic counsellor. Once I receive confirmation from the academic counselling office, I will update attendance records.

Participation

Participation is based on the instructor's perception on the level of engagement with the readings and other class-related activities, *including attendance to debates* and the feedback forms completed after debates. This means students are expected to have studied the assigned texts and to be prepared to critically discuss the ideas and arguments they present.

A high participation grade (80+) reflects *exceptional* preparation before class and a substantive level of engagement in class discussions. In other words, if the student with a participation grade over 80 were not a member of the class, the quality of discussion would be diminished. Quality is sought over quantity.

Debate

Each student will participate in one debate. We learn more by teaching and discussing with others than by passively readings, or even writing. The goal of this assignment is to allow you to be proactive in your learning experience. These debates will offer you the opportunity to explore your areas of interest and share them with the rest of the class. You will also have the occasion to work with several of your colleagues, and the freedom to be creative in the way your present your position on a given topic.

Debates will take place during the assigned dates (see course calendar). The sign-up list for debate topics will be available during the first week of class. Students must sign-up by Week 2. Number of students per debate will be determined upon enrolment. If a student has not signed up by Week 2, the instructor reserves the right to add a student's name on any given debate.

Each student must submit a one-page summary of the main arguments on the day before the debate (before midnight). It should be submitted to the OWL course site. Under Forums, students will find the list of Debates. After selecting the proper Debate, students are able to Post New Thread. Then, add a Title ("FOR" or "AGAINST" only) and an attachment (document with the one-page summary).

Handout #2 (Debates) provides additional details on the structure and responsibilities for presenters.

Students who miss their debates without prior arrangement with the course instructor will be given a grade of zero.

Research Proposal

The main goal of the final essay is to explore **in more detail** an existing debate in the field of global development. **Thus, the essay topic** should be chosen from the list of debate **motions**.

The research proposal is the first step in your ongoing preparation of the final essay. Its goal is to narrow down a topic of interest and present relevant bibliography that addresses such topics and/or helps supporting the main argument/position.

The proposal should include the following elements:

1. A presentation of the topic (from a debate motion) and a clear research question
2. A specific indication of the location, setting or case studies chosen for the final essay
3. A tentative argument.

4. A preliminary list of 10 sources on the specific research topic. Please avoid textbooks, manuals, and encyclopaedias. The sources can include but are not limited to books, book chapters, and academic journal articles. Newspaper articles can be used in the final essay but should not be included on this preliminary list. Please follow a consistent citation style to list this bibliography. Order your list alphabetically.
5. On a separate page, include an annotated bibliography of five sources from the preliminary list. Each bibliographic entry should explain the argument(s) of the author(s) and how is relevant to your own argument/thesis.

Word count

This assignment is brief (250 words in total for points 1, 2, and 3), 1 page for the preliminary bibliography (single-spaced list), and 100 words for each annotated bibliography entry.

Please include the **word count** for the first section (1, 2, and 3) before the bibliography page. Marks are deducted for format errors.

If you have difficulties preparing your essay, I strongly recommend consulting the “*Student’s Guide to Writing College Papers*”, written by Kate L. Turabian (University of Chicago Press, 4th edition, 2008). This book explains in very clear terms how to find a research question, how to plan an argument, how to find and engage useful sources, and how to draft a paper. In addition, it offers directions for preventing plagiarism, to use quotes and paraphrasing, and to cite sources using any of the three most popular citation styles: Chicago, MLA and APA.

Important notes to consider for the proposal:

- An essay proposal required thoughtful consideration. Do not assume you can put together something quickly and consider it complete.
- Essay proposals are an important step in the process of preparing your research. You can think of it as a “promise” you make for your research. You need to state something that is possible to do within the parameters of this assignment. In other words, you do not need to impress me.
- By the time you hand in your proposal, you should already be well into your research. A sound proposal is one that is well-informed and in order to do this, you should have already skimmed through some sources to get a good sense for the topic. At this point, your research may not be complete, but you should be familiar with some of the sources you will use and where your focus lies.
- Proposals should be a direct response to a research questions or statements. Even though the proposal does not need to cover every section of the essay, it needs to include the sections you plan to discuss.
- The proposal should have a list of resources which is compromised by books and other sources that you can actually get and truly plan to read.
- This proposal needs to be prepared in formal prose. You need to follow the rules of grammar and other guidelines for this assignment. In general, you should not use

“I” and “me” in the final essay, but since the proposal is your personal statement of your research intentions, it is okay to do so there.

Final Essay

The final essay is due on March 20.

Essays are due at the beginning of class (hard copy). **Once class begins, the paper is late.** Late papers are not accepted (see exceptions above).

All students are required to submit the final essays to Turnitin (in OWL) on the due date. Essays will not be graded until a submission has been made.

Handout #3 provides specific guidelines for the preparation of this assignment.

Final Exam

The final exam covers all material from lectures and course readings. The final exam will consist of definition of concepts, 1 short-answer question, and 1 long-answer question. There will be a choice of questions. The duration of the final exam is two hours.

Grades Description

Exceptional = above 86

Went beyond expectations in all categories. One could expect little more from a student at this level.

Strong = 80-85

Displays high level of capability in all categories, but did not exceed all conceivable expectations.

Strong/Average = 76-79

Displayed high level of capability in some categories but not all; did not go beyond the obvious but the work is eminently satisfactory.

Average = 70-75

Work displays a good level of capability overall, with some strengths and some weaknesses.

Average/Weak = 66-69

Displayed average capability in some categories but no particular strengths. Meets basic requirements.

Average/Weaker = 60-65

Displayed average capability in some categories and some under-average levels of capability.

Weak = below 60

Fair work. Displayed an under-average level of capability and is minimally acceptable.

Not acceptable = below 50

Failure. Work is unsatisfactory and does not meet basic requirements.

Policy on Returned Assignments and Appeals

Frequently students wish to discuss the results of their assignments immediately upon receiving their grade and feedback. Every effort will be made to provide substantial feedback on assignments with the intention of making the grading clear, and also to help you improve regardless if the assignments receives an “A” or a “C.”

If you still have questions or concerns about the results of your assignment, please make an appointment to see me and discuss further. You must also wait 24 hours after receiving your assignment and grade before contacting me to discuss your results. In addition, you must set up an appointment no later than 7 days after receiving your grade if you wish to meet and discuss, or appeal.

You may appeal your overall grade, or the grade of any specific assignment. There are several steps to appeal a grade:

1. Have an informed discussion with me. **This step must be initiated (i.e. set up an appointment) within 7 days of receiving your grade.**
2. If you still find the explanation of your grade unsatisfactory, you may appeal your grade in writing. **This written submission must be submitted within 14 days of receiving your grade.** You are to write a formal letter indicating the ways in which believe your assignment met the requirements – with evidence cited – as well as the grade you believe you deserve for your work. Please keep in mind that the onus is on you to demonstrate that your work meets the requirement set out for the assignment, and not for me to defend the mark allocated.

No grade change will be considered without submitting a formal appeal in writing. Please be aware that the **formal appeal process may result in your grade going up or down.**

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>