

**Huron University College
London, Canada
Centre for Global Studies
Winter 2019**

CGS 2002G: Problems of Global Development

Day, time and place of lectures: W 2:30-5:30pm HUC-W12

Instructor: Crystal Gaudet

Office number: V128

Office hours: Tuesdays 11:30am-12:30pm or by appointment

Email: cgaudet5@uwo.ca

Prerequisite(s): Centre for Global Studies 1023F/G or 2001F/G, or permission of the Centre for Global Studies.

Course Description:

This course provides a comparative and theoretical examination of societies and cultures undergoing significant change and of the complex global relations between developing and industrialized areas. In the opening weeks of the course we will review the historical, political and economic context out of which development discourse and practice emerged. We will then examine key theoretical frameworks that shape the way in which development is conceived, how “problems” in global development are framed as well as the kinds of interventions such framings legitimate. In the remaining weeks, we will apply these theories and approaches to specific problems in global development including: poverty, food and hunger, gender inequality, and extractivism.

Learning Outcomes:

By the end of this course students should be able to:

- Recognize the complex political, economic and social factors that shape development discourse and practice in historical and contemporary contexts
- Identify and explain different approaches to development including the strategies and practices they legitimate
- Demonstrate familiarity with key problems in global development including the various strategies that have been applied to address them
- Critically analyze a development campaign or initiative using the theories and concepts discussed in class

In addition, the course will enable students to develop their:

- Written and oral communication skills
- Analytical and critical thinking skills

- Ability to critically assess the credibility and relevance of secondary sources in the research process and effectively incorporate findings into their work

Required Texts:

Required readings listed in the lecture schedule below will be made available through OWL.

Assignments and Grade Breakdown

*Detailed instructions for each assignment will be provided in class and posted to OWL.

Attendance 5%

Participation 10%

Critical Reflection Paper 15% (Due Jan 23rd)

Discussion Questions (2x5%) 10% (February 6th and April 3rd)

Final Project 60%

The final project for this course includes both a group and individual component comprised of:

- *Group Presentation 15% (In class Feb 13th)*
- *Individual Essay Proposal and Annotated Bibliography 15% (Due March 9th)*
- *Individual Research Paper 30% (Due April 3rd)*

Attendance 5% and Participation 10%

Students are expected to complete readings prior to class and come prepared to engage in a critical discussion of the course materials. Participation grades will depend not simply on the number of times a student contributes to class discussion, but on the quality of their contributions.

Discussion Questions (2x5%) 10% (February 6th and April 3rd)

Throughout the course each student will be responsible for posting 2 discussion questions (approximately 250-300 words) to OWL on two different course reading(s) of their choosing. Posts should demonstrate the student's comprehension of the readings as well as their ability to engage critically with the course material by posing thoughtful questions. Students can choose the weeks in which they would like to respond (except Week 6 – Feb 13th), however, discussion questions must be submitted to OWL prior to the start of class on the day (Wednesday at 2:30pm) in which the readings will be discussed. Online posts should be written in complete sentences and should be carefully proofread for spelling and grammatical errors.

Last day to submit first discussion question - February 6th

Last day to submit second discussion question – April 3rd.

****Discussion questions cannot address the same reading(s) taken up in the critical reflection paper.*

Critical Reflection Paper 15% (Jan 23rd)

Drawing on 2 readings from the course, students will be asked to write a 4-5 (double spaced) paged paper. The purpose of the assignment is to put the readings into dialogue with each other and to give students time to carefully and thoughtfully reflect on the course materials. Students may choose to discuss a particular debate/tension, issue, on which the author's may provide different insights or examine major themes that run across the readings.

****Critical reflection papers cannot address the same readings covered in your discussion questions*

Group presentation 15% (Due February 13th)

Working in groups of 3-4, students will be asked to choose a particular development campaign or initiative. Using the material covered in the course each group will be responsible for developing an analysis of the organization's approach to the particular issue/problem it seeks to address, including its objectives, core principles and strategies. The purpose of this assignment is to give students an opportunity to apply the ideas, theories and concepts discussed in class to analyze a particular development campaign/initiative. Students will be given time throughout the course to work collectively on this aspect of the final project. Each group will have 20 minutes to present their work, followed by a five-minute discussion period.

Individual Essay Topic Proposal and Annotated Bibliography 15% (Due March 6th)

Building on the work completed in the group stage of the final project, students will be asked to write a research paper (consisting of an essay proposal/annotated bibliography and research paper) examining the issue/problem (addressed in the group presentation) in greater depth. The purpose of the proposal is to allow students to introduce and contextualize the topic that will be explored in their final paper and to present a research question. Essay topic proposals should be approximately 1-2 pages in length. Following the proposal, students will also be asked to complete an annotated bibliography, including a summary of five academic sources (250-300 words per annotation) that will be used in their final paper. Each of the 5 sources should be listed with a full bibliographic reference in either APA or MLA format, followed by a brief summary of the topic of the book/article/report etc, the author's argument(s) and findings and an explanation of how this source informs their analysis. The instructor will provide feedback on the research proposal as well as the sources selected in the annotated bibliography and make suggestions for improvement in the final research paper.

Research Paper 30% (April 3rd)

Students will be asked to write an 8-10 page research paper. The purpose of this assignment is to enable students to explore the *problem* that the organization/campaign/initiative seeks to address (e.g. poverty) in more depth by locating and incorporating additional literature that informs the issue. Students must incorporate 6-8 academic sources (books, scholarly journals, reports etc.) located through their own research as well as two course readings. Out of these sources at least 4

must be published within the last 10 years. In week 10, students will have an opportunity to share the final draft of their paper with their peers and receive feedback.

Reading and Lecture Schedule

Week 1 (Jan 9th): Rethinking Development

Esteva, G., Babones, S., and Babicky, P. (2013). "The Birth of Development and Underdevelopment" *The future of development: A radical manifesto*. Bristol: Policy Press.

Kothari, U. (2006). "From Colonial Administration to Development Studies: A Postcolonial Critique of the History of Development." *Commonwealth & Comparative Politics* 44, 1: 118-136.

Shiva, V. (1988). "Development, Ecology, and Women." In *Staying Alive: Women, Ecology, and Development*. London: Zed Books.

Film

The End of Poverty? (2008) *Screened in class

Week 2 (Jan 16th): Deconstructing Discourses on Development

Cornwall, A. (2007). "Buzzwords and fuzzwords: deconstructing development discourse." *Development in Practice* 17, 4/5, 471-484.

Smith, M. S. (2006) "Discourses on development: beyond the 'African tragedy.'" In *Beyond the 'African Tragedy': Discourses on Development and the Global Economy*, 1-24. Aldershot: Ashgate Pub.

Dogra, N. (2012). "Global Poverty: Causes and Solutions." In *Representations of Global Poverty: Aid development and international NGOs*, 75-92. New York: Palgrave Macmillan.

Week 3 (Jan 23rd): Governance and Global Aid

***Critical Reflection Paper Due Jan 23rd

Iltan, S. and Lacey, A. (2011). "Introduction." *Governing the Poor: Exercises of Poverty Reduction, Practices of Global Aid*. Montreal and Kingston: McGill-Queens University Press.

Daley, P. (2013). "Rescuing African bodies: Celebrities, consumerism, and neoliberal humanitarianism." *Review of African Political Economy* 40 (137): 375-393.

Film

Poverty Inc. (2014) *Screened in class

Week 4 (Jan 30th): Global Poverty

Edward, P. (2006). "The Ethical Poverty Line: A Moral Quantification of Absolute Poverty." *Third World Quarterly*, 27 (2): 377-393.

Hickel, J. (2016). "The True Extent of Global Poverty and Hunger: Questioning the Good News Narrative of the Millennium Development Goals." *Third World Quarterly* 37 (5): 749-767.

Week 5 (Feb 6th): Monitoring Gender-Equitable Poverty Alleviation

****Last day to submit first discussion question.*

Kabeer, N. (2015) "Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development." *Gender & Development* 23, 2:189-205.

Chant, S. (2008). "The 'feminisation of poverty' and the 'feminisation' of anti-poverty programmes: room for revision?" *The Journal of Development Studies* 44, 2: 165-197.

Baruah, B. (2009). "Monitoring progress towards gender-equitable poverty alleviation: tools of the trade." *Progress in Development Studies* 9, 3: 171-186.

Week 6 (Feb 13th): Group Presentations

****There are no readings for this week. Class time will be devoted to group presentations.*

Feb 18th-22nd READING WEEK – No Classes

Week 7 (Feb 27th): Gender and Development

Rathgeber, E. (1990). WID, WAD, GAD: Trends in Research and Practice. *The Journal of Developing Areas*, 24 (4):489-502.

Cornwall, A. and Rivas, A-M. (2015). "From gender equality and women's empowerment to global justice: reclaiming a transformative agenda for gender and development." *Third World Quarterly*, 36:2, 396-415.

Week 8 (March 6th): From Victims to Saviors: Responsibilizing Women and Girls in Development

****Essay Proposal and Annotated Bibliography Due*

Wilson, K. (2015). Towards a radical re-appropriation: gender, development and neoliberal feminism. *Development and Change* 46 (4): 803-832.

Pincock, K. (2018) School, sexuality, and problematic girlhoods: reframing 'empowerment' discourse. *Third World Quarterly* 39 (5): 906-919.

Film: *Girl Rising* (2013) *Screened in class

Week 9 (March 13th): Post-Development, Food and Hunger

Escobar, A. (2012, c. 1995). "The Dispersion of Power: Tales of Food and Hunger." In *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press.

Shiva, V. (2016). "The Gendered Politics of Food and the Challenge of Staying Alive." *Staying Alive: Women Ecology, and Development*, xiii-xxxiv. Berkley: North Atlantic Books.

Week 10 (March 20th): Land Grabbing

****Second half of the class will consist of an essay workshop. Please bring a draft of your final essay.*

Borras, Jr., S. M. & Franco, J. C. (2013). "Global Land Grabbing and Political Reactions 'From Below.'" *Third World Quarterly* 34, 9: 1723-1747.

Daley, E., and Pallas, S. (2014). "Women and land deals in Africa and Asia: Weighing the Implications and Changing the Game." *Feminist Economics* 20, 1: 178-201.

Rosset, P. (2011). "Food Sovereignty and Alternative Paradigms to Confront Land Grabbing and the Food and Climate Crisis." *Development* 54, 1: 21-30.

Week 11 (March 27th): Indigenous Land Rights and Extractivism

Klein, N. "Beyond Extractivism: Confronting the Climate Denier Within." In *This Changes Everything: Capitalism vs. The Climate*. Toronto: Simon & Schuster.

Klein, N. (2014). "You and What Army? Indigenous Rights and the Power of Keeping our Word." In *This Changes Everything: Capitalism vs. The Climate*. Toronto: Simon & Schuster.

Esteva, G. et al. (2013). "Chapter Four: There is Enough for Everyone" *The Future of Development: A Radical Manifesto*. Bristol: Policy Press. 73-94.

Film:

This Changes Everything: Capitalism vs. the Climate (2015) *Screened in class

Week 12 (April 3rd): Alternative Approaches to Development

****Final Papers Due*

****Last date to submit second discussion question*

Esteva, G. et al. (2013). "Chapter 5: Reorganizing Society from the Bottom Up." *The future of development: A radical manifesto*. Bristol: Policy Press.

Esteva, G. et al. (2013). "Chapter 7: A role for development scholars and practitioners." *The future of development: A radical manifesto*. Bristol: Policy Press.

Radcliffe, S. A. (2015). Development alternatives. *Development and Change* 46 (4): 855-874.



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

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 Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, 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

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

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

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

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

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, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

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.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>