



CGS 1023F - Introduction to Global Development Fall 2022

1. Course Information

Course Name, Number, Section: Introduction to Global Development, CGS 1023F, Section 550

Instructor(s): Dr. Masaya Llaneras Blanco

Contact Information: mllavane@uwo.ca

Office: #A206

Office Hours: Tuesdays 9:00 to 11:00 (over Zoom or in person if preferred). You can drop in digitally or in person. If joining me digitally, please register once using this link:

<https://westernuniversity.zoom.us/meeting/register/tJckd--grz0qGtTpgVeDC7c3bMTKXpUeRsBT>

After registering, you will receive a confirmation email containing information about joining the meeting.

Class Location: V208

Scheduled Class Times: Tuesdays, 13:30 – 14:20 and Thursdays 12:30 – 14:20

Antirequisites: Centre for Global Studies 2001F/G.

2. Course Description

Development is one of *those* words that can mean many things. If someone asked you on the way to class what the name of your course is, they are likely to make many assumptions about what it is that you are actually going to be learning about. Is it children's psychology? Is it a course on the development of businesses and enterprises? Is it a course for urban developers? Answers to the latter questions would be no, no, and no, but ...this doesn't take us very far, does it?

Global development is a concept, a political project, and also a practice and an area of study. As a concept, it implies a certain aspiration of material improvement of regions, countries, communities, and individuals. It also implies the betterment of other material and nonmaterial aspects of life such as physical and mental health, freedom, access to health and education as well as a sustainable way of life that protects nature and guarantees our survival. However, as you have guessed by now, many of these aspirations do not necessarily come in a bundle. In fact, it is quite possible that when we try to turn some of these aspirations into reality, we may work in detriment of another. For example, creating material improvement often comes with the accumulation of wealth by a few people while others might become impoverished, and nature depleted (via mining and labour exploitation, for example). In

other words, the concept of development is a terrain in dispute with many strands and views that often collide with each other.

As a practice development includes to the work of governments, big and small enterprises, non-governmental organizations, civil society, and social movements. It includes work on public policy in areas such as the economy, health, education, labour, and wellbeing. Relatedly, as an area of studies, development is associated with the actions taken by a wide diversity of actors to improve everyday conditions of living of everyone, globally. It is also an inquiry into the reasons why those conditions are shaped by economic, social, and political inequalities. Most importantly, development is an open question because the more we delve into it, we realize that there are several views about what (if at all) is the sort of development people aspire to. What is clear, however, is that global inequalities and power relations are at the heart of this discussion.

In this course we will explore some of the main theories about development, we will discuss their origins and main tenets. We will also identify key development actors and ask: Who “does” development and who is affected by it? We will place these discussions in a historical context and think about them from our own collective and individual positions. Finally, we will identify some of the key issues that have shaped conversations about development historically and continue to be of relevance today.

3. Course Learning Outcomes

At the end of the course, you will be able to:

- a) Identify and define key approaches in development studies.
- b) Identify and contextualize the key actors “doing” development.
- c) Engage with key problems in development and have an informed opinion about them.
- d) Have a broader sense of political geography and the location of other countries in the world outside North America, particularly in the “global south.”

4. Contact information and email policy

The best way to reach me is via email at: mllavane@uwo.ca Please add the course number to the email subject. Please write to me using your university email account. Please allow 48 hours for me to get back to you. Feel free to send me a reminder **if I have not reached out after that period**. I will be available to **chat individually** over Zoom or in person on **Tuesdays between 9:00-11:00**. If joining me digitally, please register once using this link:

<https://westernuniversity.zoom.us/meeting/register/tJckd--grz0qGtTpgVeDC7c3bMTKXpUeRsBT>

After registering, you will receive a confirmation email containing information about joining the meeting.

5. Textbooks and Course Materials

All the course materials will be available on OWL, as well as through the hyperlinks available in this syllabus. The materials that will be used in the course are a mix of readings from a wide diversity of experts in key issues of development and global inequality. The readings are often academic, but also include journalistic and civil society documents, as well as speeches from policy makers and political

leaders. The materials also include some podcasts through which you will get the chance to listen to practitioners and activists as they reflect on current issues.

6. Methods of Evaluation

Assessment	%	Due dates
Active participation	10	Throughout the term
World Map 1 (pass or fail)	5	In class
World Map 2	15	September 22
Comparative table	15	October 13
Indicators' analysis	20	October 27
Final essay	35	Dec 8
TOTAL	100	

Each assessment will count on independent descriptions and rubrics attached to them. Here I add a brief description of each.

Active participation: This includes coming to all lectures, writing some surprise quizzes on the readings assigned and participating actively in class, especially in seminars and workshop sessions. Seminars will be 50 minute sessions in which we will have the opportunity to discuss the readings assigned and clarify questions about them. Workshops will be practical sessions in which we will apply concepts and discuss them in class. Seminars and workshops will prepare you to produce your best work in all assignments for this course. (10%).

World map 1: This will be a Pass or Fail in-class assignment that will take place early in the term. You do not need to prepare for this other than attend class and do the assignment the best you can. (5%). **TBD in class/seminar.**

World map 2: For this assignment you are required to have handed in World Map 1. Be sure to be on top of your readings up until then (15%). **Due September 22, in class.**

Comparative table: You will prepare a comparative table that compares modernization theory, dependency theory and neoliberal development. The table should compare how these schools of thought define development, what are the main actors that each of them highlight, and how do they envision the development process? Identify differences and commonalities between the 3 currents of thought and point at what might be their blind spots (15%). **Due on October 13.**

Indicators' analysis report: You will select 2 countries from a list that will be provided during the first indicators workshop (September 27). You will research some of development indicators available for the 2 countries, between 2000 and the present and will analyse your findings, explaining the performance of the countries based on the data you found and context analysis, answering questions such as: what was happening during the period of analysis? Are the 2 countries' performances radically different from one another? How do you explain the differences and/or similarities among them? And how do these indicators map into Khan's et al's classifications? We will hold 2 Indicators workshops before reading week during which you will have time to develop your ability to interpret and analyse indicators, and work toward the completion of this assignment. (20%). **Due October 27.**

Final Essay: This will be the course’s final assessment. It will be an essay focused on a choice of three large themes that will be explored on lectures 9, 10 or 11: “Development as Social Justice,” “Development in a warming planet” or “Development, population and intersectional justice.” Students will be able to sign up for the large theme of their choice at the beginning of the term. Essays should include at least 5 sources read during the course, as well as **at least** 5 reliable and relevant sources that students will find through independent research. Final essays should be between 2000 and 2200 words long (not more, not less) (35%= 5% includes attending and presenting your ideas on the essay writing workshop on Dec 1, 30% essay). **Dec 1 (final essay workshop) and Dec 8 (essay submission).**

7. Tentative Class Schedule/ Syllabus

Date	Theme	Reading/Learning material
Week 1 Thurs. Sept. 8	Lecture 1: Introduction to the course.	
Week 2 Tues. Sept.13	Seminar 1	
Thurs. Sept.. 15	Lecture 2: What is development?	<ol style="list-style-type: none"> 1) Culp, J., 2019, “International responsibilities: From utility and humanitarianism to global justice” in Drydyk, Jay and Lori Keheler (eds.) <i>Routledge Handbook of Development Ethics</i>, pp. 333-345 2) Murray Li, T., 2007, “Introduction” in <i>The Will to Improve: governmentality, development, and the practice of politics</i>, Duke University Press, Durham, pp. 1-16 3) Khan, T., Abimbola, S., Kyobutungi, C., & Pai, M. (2022). How we classify countries and people—And why it matters. <i>BMJ Global Health</i>, 7(6), e009704. https://doi.org/10.1136/bmjgh-2022-009704
Week 3 Tues. Sept. 20	Seminar 2: Introduction of Learning and Writing Services	
Thurs. Sept 22 World Map 2 due in class.	Lecture 3: What is (global) inequality?	<ol style="list-style-type: none"> 1) Ahmed, N., Marriott, A., Dabi, N., Lowthers, M., Lawson, M., & Mugehera, L. (2022). Inequality Kills: The unparalleled action needed to combat unprecedented inequality in the wake of COVID-19 [Executive Summary]. Oxfam. PP 7-19 https://doi.org/10.21201/2022.8465 2) De Haan, A., 2021, “Inequality and Social Policy”, in Haslam, P., Schafer, J. and Pierre Beaudet (Eds) 4th ed. <i>Introduction to International Development: Approaches, Actors, Issues, and Practice</i>, Fourth Edition pp. 487-493 3) Milanovic, B., 2013, “Global Income Inequality in Numbers: in History and Now,” in <i>Global Policy</i>, Vol.4., Issue 2 pp 198-208
Week 4 Tues. Sept. 27	Seminar 3: Indicators workshop 1	

Thurs. Sept 29	Lecture 4: Development as a global project	<ol style="list-style-type: none"> 1) Mazower, M. 2012, "Chapter: 10 Development as world making" in <i>Governing the World: The History of an Idea</i>, The Penguin Press, New York, pp. 274-304 2) President Harry S. Truman's 1949 Inaugural Address 3) Heidrich, P. 2021 "Theories of Development Economics, in Haslam, P., Schafer, J. and Pierre Beaudet (Eds) 4th ed. <i>Introduction to International Development: Approaches, Actors, Issues, and Practice</i>, Fourth Edition pp. 41-57
Week 5 Tues. Oct 4	Seminar 4: Workshop on how to identify reliable sources.	
Thurs. Oct 6	Lecture 5: Development as delinking	<ol style="list-style-type: none"> 1) Wallerstein, E. (1984 (1975)), "The Present State of the Debate on World Inequality" in Seligson, M. (ed.) <i>The Gap between rich and poor: contending perspectives on the political economy of development</i>, Westview Press, Boulder. Pp 119-132 2) Grovogui, S. 2011. "A Revolution Nonetheless: The Global South in International Relations." <i>The Global South</i> 5 (1): 175–90. 3) Kay, C., 2018, "Modernization and Dependency Theory" in Cupples, J, Palomino-Schalscha, M., and Manuel Prieto (Eds.) <i>The Routledge Handbook of Latin American Development</i>, pp.15-28
Week 6 Tues. Oct 11	Seminar 5	
Thurs. Oct 13 Comparative Table due.	Lecture 6: Development as efficiency & the debt trap	<ol style="list-style-type: none"> 1) Naim, M., 2000, "Washington consensus or Washington confusion? <i>Foreign Policy</i>, No. 118., pp. 86-103 2) Hanlon, J. and Tim Jones, 2021 "Debt and Development" in Haslam, P., Schafer, J. and Pierre Beaudet (Eds) <i>Introduction to International Development: Approaches, Actors, Issues, and Practice</i>, Fourth Edition, Oxford, pp. 263-279 3) Apuzzo, M., Meheute, C and Porter, C.. 2022. "A Bank Created for Haiti Funneled Wealth to France." <i>The New York Times</i>, May 23, A1(L)-A1(L).
Week 7 Tues. Oct 18	Seminar 6: Indicators workshop 2	
Thurs Oct. 20	Lecture 7: Development's colonial Legacy	<ol style="list-style-type: none"> 1) Kothari, U (2019) "From Colonial Administration to development studies: a post-colonial critique of the history of development Studies" in <i>A Radical History of Development Studies: Individuals, Institutions and Ideologies</i> ZED, UK Chapter 3 pp 47-66 2) Louverture, T. 1797, Letter to the French Directory 3) There was a time reparations were actually paid out – just not to formerly enslaved people
Week 8 Tues. Oct. 25	Seminar 7	

Thurs. Oct. 27 Indicators' Analysis Report due	Lecture 8: Film and discussion	
Week 9: Reading Break		
Week 10 Tues. Nov 8	Seminar 8: Reflective writing workshop	
Thurs. Nov 10	Lecture 9: Development as Social Justice	<ol style="list-style-type: none"> 1) Deveaux, M., 2018, "Poor-Led Social Movements and Global Justice," in <i>Political Theory</i>, 46:5, pp. 698-725 2) CESR. 2022. "Interrogate 1: Understanding How The Economy Affects Human Rights." Interrogate 01. CESR (Centre for Economic and Social Rights). Accessed July 25, 2022. https://cesr.org/sites/default/files/2022/Interrogate_1_-_Economy_and_Human_Rights.pdf. 3) CESR. 2022. "Interrogate 2: Economic, Social and Cultural Rights Standards." Interrogate 02. CESR (Centre for Economic and Social Rights). Accessed July 25, 2022. https://cesr.org/sites/default/files/2022/Interrogate_2_-_ESCR_Standards.pdf.
Week 11 Tues. Nov 15	Seminar 9: Guest lecture by CESR on <i>The Decoding Injustice Tools Hub</i>	
Thurs. Nov 17	Lecture 10: Development in a warming planet	<ol style="list-style-type: none"> 1) Chancel, L. 2022. "Climate Change & the Global Inequality of Carbon Emissions, 1990-2020." 2) Barnett, Jon. 2020. "Global Environmental Change II: Political Economies of Vulnerability to Climate Change." <i>Progress in Human Geography</i> 44 (6): 1172–84. https://doi.org/10.1177/0309132519898254. 3) Mora, C., Spirandelli, D., Franklin, E. et al. 2018. "Broad Threat to Humanity from Cumulative Climate Hazards Intensified by Greenhouse Gas Emissions." <i>Nature Climate Change</i> 8 (12): 1062–71. https://doi.org/10.1038/s41558-018-0315-6.
Week 12 Tues. Nov 22	Seminar 10	
Thurs. Nov. 24	Lecture 11: Development, population and intersectional justice <i>Bonus grade opportunity: prepare 2 questions to the keynote speaker on racial inequalities and global vaccine access of this year's Power and Global Health Day. Base your</i>	<ol style="list-style-type: none"> 1) Trauger, A and Fluri, J. 2019. "Chapter 7: Health and population" in <i>Engendering Development</i>. Routledge, Taylor & Francis Group. 2) Correa, S and Petchesky, R. 2007. "Reproductive and Sexual Rights: A Feminist Perspective." In <i>Culture, Society and Sexuality: A Reader</i>, edited by Richard Parker and Peter Aggleton. United States: Taylor & Francis Group.

	<i>questions on the readings and pose it to them during the Q and A period and email the questions to your instructor before the event (1 extra point toward your final grade)</i>	http://ebookcentral.proquest.com/lib/west/detail.action?docID=292949 . 3) Bendix, D. and Schultz, S. 2018. "The Political Economy of Family Planning: Population Dynamics and Contraceptive Markets." <i>Development and Change</i> 49 (2): 259–85. https://doi.org/10.1111/dech.12363 .
Week 13 Tues. Nov 29	Seminar 11	
Thurs. Dec.1	Lecture 12 /Essay Workshop 12	Bring your essay drafts, outline, list of sources and let's support each other in the essay-writing process.
Week 14 Thurs Dec. 8	Final Essay due	



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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 enroll 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.

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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

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 website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“Clickers”)

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.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

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

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)