

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

CGS 1023G 550 Introduction to Development Dr. Matthew McBurney

Instructor name: Dr. Matthew McBurney

Office: Online/Zoom

e-mail address: mmcburn2@uwo.ca

Scheduled class times: Monday 11:30-12:20 and Wednesday 11:30-1:20

Office Hours: By appointment on Zoom

COURSE DESCRIPTION

This course is an introduction to the interdisciplinary field of global development with the focus on investigating the notion of ‘poverty’. Discourses and practices within global development will be examined critically, and the roles of development organizations, states, and civil society in addressing globally identified development issues through the negotiation of global development agendas will also be examined.

COURSE LEARNING OBJECTIVES

This course will help students develop as critical and creative thinkers by analyzing various theories and practices in the field of global development. The main goal of this course is to encourage a critical awareness on “global development” as something in which we are intimately involved. Specifically, this course will emphasize the following learning outcomes:

- Reflect on individual positions, places and values within the field of global development and identify personal strengths.
- Demonstrate a critical awareness of the historical changes within global development discourse and practices.
- Recognize and critically assess diverse meanings of development, underdevelopment, poverty and inequality that are found in the wide range of literature on global development.
- Improve reading and understanding of highly theoretical material in the field of global development
- Develop critical analysis and academic writing skills.

DESCRIPTION OF CLASS METHODS

Classes will consist of a combination of lecture and participatory learning methods. It is expected that students will arrive at each class having read all of the week’s required readings. There is no grade for participation, but students are required to engage with the readings and with each other

during the weekly seminar. Lecture notes are not provided to students and slides are not posted to Owl.

During lectures and classroom learning methods, students are expected to be respectful and to not distract fellow students or the instructor. If you would like to send text messages, browse irrelevant websites, or talk without contributing to class discussion, please do so elsewhere.

Recording of lectures or taking pictures of lecture slides is prohibited without permission.

READINGS

A majority of the course readings can be found in Desai, Vandana and Robert B. Potter (Eds). 2014. *The Companion to Development Studies* 3rd Edition, London: Routledge. This book is available as a digital/online copy through the library. Other readings can be accessed through Western Libraries digital archives.

Students will also need to **choose ONE** of the following for their analytical book review.

Ajak, et al.. 2015. *They Poured Fire on Us from the Sky: The True Story of Three Lost Boys*. New York: Perseus Books Group.

Katz, Jonathan. 2014. *The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster*. New York: St. Martin's Griffin.

I reserve the right to add to or otherwise alter the reading list, given sufficient notice is provided. All required readings must be read. Students do not have to read each weekly recommended reading. However, these readings will be discussed in class and are used as additional literature and examples of each specific topic.

EVALUATION

Forum Participation

10%

In this course, emphasis will be place on student participation and interaction. Due to the current circumstances, a majority of interaction will take place on Owl through forums. In total, there will be 10 required forum posts, beginning with an introductory post in Unit/Week 1. Questions will be posed in the other forums and students are asked to answer the question posed by engaging with the course material and readings. **In order to receive full marks, students must respond to another student's post (with Week 1 being the exception).** Forums posts must meet and will be graded on the following requirements:

1. Be 200-300 words in length
2. Engage with the question through the course material/readings, citing where necessary
3. Respond to 1 other post from another student.

Forums are due the following dates, but forums will be open from the first day of class. **The last day to post to any forum is the date listed below, at which point the forum will be closed and no submission will be accepted beyond the due date.**

Forum	Topic	Due Date
1	Introduction – Provide a brief introduction of yourself, your department/field of study, your reasons for taking the course, and what you hope to learn. You do not need to respond to someone else’s post this week.	Sun, Jan 9
2	In this post, please add an attachment of an item that represents development to you. Along with the picture, provide a brief description of how/why the item represents development. Also, provide a definition of development (maximum 1 sentence).	Sun, Jan 16
3	This forum will require students to identify a “marketization” of poverty. Students may use the internet, YouTube, flyers, or other websites (international/local NGOs, governments, and international organizations) to show how poverty is conceptualized and to explain how poverty or the “poor” are being constructed through the use of symbols, stereotypes, or discourse in the global development regime. See the Unit 3 lecture for examples, but please find an example that is not used in the lecture/unit notes. Post a link to your example and answer the following questions: <ul style="list-style-type: none"> • How are the poor being portrayed in the video? • What words are being used to describe the poor and their situation (poverty)? • What is problematic about the solution(s) being proposed? 	Sun, Jan 23
4	After watching <i>Under Rich Earth</i> , provide a brief post about the documentary. You may use the questions below as guidelines, but feel free to discuss anything that stood out to you. <ul style="list-style-type: none"> • What stood out to you in this documentary? • What elements of the film are related to modernization theory/development/poverty? • How were the communities portrayed by the mining company? 	Fri, Feb 6
5	Choose one of the theoretical perspectives/topics from the lectures/readings on Development Alternatives and explain why you feel it is a viable "development alternative". Please engage with the readings by citing AT LEAST 2 authors from the readings.	Sun, Feb 13
6	What does Mohanty mean by “the discursive colonization of Third World women’s lives and struggles”? (read article Under Western Eyes in Unit 7)	Sun, Mar 6
7	Discuss how the concept of development is a contested concept from the perspective of post-development and/or decolonial theories.	Sun, Mar 20
8	Do Indigenous <i>cosmovisiones</i> (worldviews) offer viable alternative forms of living and of knowing the world? If so, why/how? Provide examples other than examples used in this course	Sun, Mar 27
9	Discuss some of the positive and negative aspects of “voluntourism”. Do you think that voluntourism can be a force for positive global change? Explain.	Wed, Mar 30
10	How has your view/perspective about development changed?	Fri, Apr 1

You will notice that this assignment has a “suggested due date” of March 13, which is reflected on the Owl due date for this assignment. This is my suggestion to students in order to maintain a good schedule and not become overloaded at the end of the semester. Students can hand in their paper before or after the suggested due date. Papers handed in by this date will receive feedback and will be graded within the normal 2 week turnaround. However, students can choose to hand in this assignment any time before the last day of class on April 8 (11:55pm) without penalty. Students that choose to hand in the paper after the suggested due date will not receive a penalty, but the assignment will have very little feedback and will be graded at some point before final grades are due (with no guaranteed turnaround).

This is the first major written assignment in this course. You must write an analytical book review. In order to do well on this assignment, you will have to begin working on the paper well before the deadline. In other words, start reading NOW! We will have a Zoom or Teams workshop from the library that will provide more details on how to write an analytical book review. This written assignment is an analytical book review of either Ajak’s *They Poured Fire on Us from the Sky: The True Story of Three Lost Boys* or Katz’s *The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster*. Although each book addresses a number of different topics, you will need to narrow down the focus of your own essay for the purposes of your own discussion and argument. That is, it will not be possible to talk about everything in this book review, so you should manage this assignment by choosing a particular "angle" or "issue". Your analytical book review should have an appropriate essay structure, with an introduction that presents the themes and arguments that you will discuss; a main body (with appropriately-structured paragraphs) that can use the questions below as a guideline (you are not required to answer the questions below, but they can help guide your discussion); and a conclusion that succinctly ties your discussion together (but does not simply re-state what you have already said). Your book review should contain specific examples from the book, using citations where appropriate. Above all, remember that your book review should not simply contain a summary of the book. Rather, you should develop an argument based on your analysis of the book. You should consider the following questions in this assignment:

1. How does this book relate to/engage with issues of global development? (Engage with the course materials)
2. What impacts did the development have on local communities (can discuss both positive and/or negative)?
3. How has this book contributed to your own understanding about global development projects and the ways in which they are managed? What conclusions can you draw?

Please check to ensure that you have included each of these elements in your book review:

1. A title page that includes the book review’s title, student name and number, and course information.
2. Approximately 1,000 – 1,200 words (+/- 100 words).
3. 12-point Times New Roman font.
4. Double-spaced.
5. Include page numbers
6. Complete citations using Chicago style. Include a correctly-formatted bibliography at the end of the paper. For an explanation and examples of Chicago style visit the link below

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

7. Correct structure: an introduction, a body that is divided into appropriate sections and provides a clear analysis of the book/argument, and a conclusion.

Research Paper Proposal and Preliminary Bibliography – Due Fri, Feb 18 10%

Some class time will be dedicated to the development of this assignment. The proposal and bibliography will be the starting point for a research topic of the student's choosing that will result in the final research paper. The topic must be related to global development. The proposal must contain a brief introduction of your topic and its importance in the field of development, a thesis statement, and a brief outline of your arguments that will support your thesis. The bibliography must have a minimum of 5 scholarly sources. Chicago style citation must be used. (https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

Research Paper – Due Sun, Mar 27 35%

The research paper assignment will challenge students to think critically about a global issue related to global development. Students will choose their own research topic that contains an argument, gather information to back up their argument, and present their findings in a clear and concise manner. This assignment will provide students with an opportunity to sharpen many skills necessary for a future in academia or the field of development, such as critical thinking, research, data analysis, proposal design, and communication. Papers must incorporate a minimum of 8 peer-reviewed, scholarly sources. The essay must be between 1,500-2,000 words (Times New Roman, 12 font, Double spaced, Chicago style citation).

Details will be provided in class. Students will be graded based on marking scheme below.

Final Exam – Date TBD 30%

The final exam can include material from all the topics taught throughout the course. Students will be challenged to think critically on the spot and develop an argument in a limited period of time. The exam will consist of short answer/concept definitions and one essay question.

Grade	Research	Argument (Intro/Conclusion)	Analysis (Body of Paper)	Clarity	Format
A+	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only</p> <p>research falls entirely within the parameters of the analysis and thesis argument</p>	<p>innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</p>	<p>based on excellent research and an original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is artfully woven throughout the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is excellently contextualized and serves to propel the argument towards a satisfying conclusion</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated without using jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>No formatting errors</p> <p>No citation errors</p>
A	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only.</p> <p>research is solidly within the parameters of the analysis and thesis argument</p>	<p>an innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the</p>	<p>based on great research and a somewhat original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is part of the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is well contextualized and serves to propel the argument towards a satisfying</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated with very little jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>TimesRoman 12pt, double spaced, 1-inch margins, page numbers</p> <p>a cover page provides pertinent information</p> <p>the bibliography follows a recognized scholarly style</p> <p>citations are thorough and well documented throughout the paper</p>

		beginning	conclusion		
B	a reasonable amount of independent, scholarly research was undertaken sources are mainly from peer-reviewed publications research is sound but predictable	an interesting but predictable thesis is clearly stated at the beginning of the paper the thesis tends toward more description than argument, leading to a weak conclusion the methodology is there but isn't clearly laid out, or is laid out but not followed through on an expert level	the analysis is good but there are some significant weaknesses or lapses the paper occasionally drifts off-topic or into territory that isn't adequately supported by the research the research questions are interesting but potentially unrealistic in terms of the type and/or level of research undertaken	the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors language is clear but lacks scholarly depth there are some lapses in definition and explication of terms segue between points in the analysis are weak	the paper basically follows the technical requirements, with a few minor exceptions citations are solid but not thorough, with some noticeable omissions
C	the minimum amount of independent, scholarly research was undertaken sources also rely on non-scholarly publications research is weak and unoriginal	the thesis is fundamentally descriptive or dependent on a value judgment (good/bad, right/wrong) the method is vague or poorly laid out the argument fails to reach a satisfying conclusion, with the paper simply petering out	analysis is uninteresting or uninspired, tending toward description research questions are poorly laid out and inadequately explored the research does not adequately support the analysis	there are significant but not quite major problems in grammar and spelling language is unclear and/or shallow terms are not well defined and analysis leaps erratically from point to point	there are some significant problems with the technical requirements of the paper that affect the strength of its analysis citations are weak and/or the bibliography is incomplete
D	less than the minimum amount of independent, scholarly research was undertaken sources depend heavily on non-scholarly publications research is weak and unoriginal, but also fails to adequately support the argument	there is no easily identifiable thesis and/or little in the way of method there is no conclusion because no argument was established early on	research questions are not identified at the outset there is little interaction between research and analysis what is supposed to pass as analysis is little more than description	major problems with grammar and spelling language is murky, confused and difficult to follow there is a paucity of definitions or context for analysis	there are major problems with the technical requirements of the paper that affect the strength of the analysis there are next to no citations and/or no bibliography or it does not follow a scholarly style
F	little to no research	there is no thesis and/or no	analysis is nearly non-	language is sub-par for	the paper does not follow

	undertaken, scholarly or not little evidence of scholarly research in the paper	method the conclusion is deeply flawed or outright non- existent	existent, weak, minimal and unsupported by research	university, riddled with grammatical and spelling errors analysis is difficult to follow and lacks any sense of flow	a scholarly format
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SPECIAL INSTRUCTIONS

All assignments will be submitted on Owl **in Word format** and no hard copies are needed. However, make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can only be requested more than 48 hours prior to the assigned deadline. Extensions or approvals being requested for emergency or medical reasons or being requested after the due date must be approved through academic advising.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me or without academic accommodation will be **penalized 2% for every 24-hour period** past the assignment deadline. Late assignments may also receive less feedback.

Please note that I adhere to a “24/7 rule” for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned in class.

SCHEDULE OF CLASSES

* **Tasks** are suggested tasks that you should be completing during each Unit/Week (assignment due dates are not suggestions but reminders). I have outlined suggested steps for the assignments. I recognize that everyone works at a different pace and course work can pile up as the term moves forward. Staying ahead of assignments is recommended and following (to some degree) the outlined tasks will avoid last minute assignment writing.

Week 1 Course Intro – Jan 3

Tasks	Read through the entire course outline and read the short news articles below Forum 1 Post due Sun, Jan 9 Introduction – Provide a brief introduction of yourself, your department/field of study, your reasons for taking the course, and what you hope to learn. You do not need to respond to someone else’s post this week.
Readings	Hobbes, Michael. 2014. “Stop Trying to Save the World”. https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it
	Gates, Bill. 2016. “Why I Would Raise Chickens” https://www.gatesnotes.com/development/why-i-would-raise-chickens
	LSE. 2016. “Why Bill Gates’ chickens will not end African poverty” https://blogs.lse.ac.uk/africaatlse/2016/07/19/will-bill-gates-chickens-end-african-poverty/
	Smith, Lindsey. 2016. “Why Bolivia Turned Away Bill Gates Chicken Donation” http://www.theverge.com/2016/6/17/11965820/bill-gates-bolivia-heifer-international-ngo-us-aid-rejection

Week 1 Positionality and Reflectivity in the Development Field – Jan 5

Tasks	Choose and begin reading your book for the Analytical Book Review
Readings	Schuurman, Frans J. 2014. “The Impasse in Development Studies” in <i>The Companion to Development Studies</i> 1-25.
	Merriam, Sharan et al. 2010. “Power and positionality: negotiating insider/outsider status within and across cultures” <i>International Journal of Lifelong Education</i> 20 (5)
	Potter, Robert B. 2014. “The Nature of Development Studies” in <i>The Companion to Development Studies</i> 16-20.

Week 2 – Challenging the Definition of Development – Jan 10/12

Tasks	Continue reading your chosen book for the Analytical Book Review
	Begin to think about your Research Paper topic and start preliminary research
	Forum Post 2 Due Sun, Jan 16 In this post, please add an attachment of an item that represents development to you. Along with the picture, provide a brief description of how/why the item represents development. Also, provide a definition of development (maximum 1 sentence).
Readings	Horner, Rory. 2019. “Towards a new paradigm of global development? Beyond the limits of international development” https://journals.sagepub.com/doi/full/10.1177/0309132519836158
	Potter, Robert B. 2014. “Measuring Development: From GDP to the HDI and Wider Approaches” in <i>The Companion to Development Studies</i> 56-59.
	Esteva, Gustavo. 1992. “Development” in <i>The Development Dictionary: A Guide to Knowledge as Power</i> . Ed. Wolfgang Sachs. London: Zed Books.

Week 3 – Marketing Poverty: Harmful Stereotypes – Jan 17/19

Tasks	Continue research paper topic refinement and preliminary research
	Continue reading your chosen book for the Analytical Book Review
	Forum Post 3 Due Sun, Jan 23 This forum will require students to identify a “marketization” of poverty. Students may use the internet, YouTube, flyers, or other websites (international/local NGOs, governments, and international organizations) to show how poverty is conceptualized and to explain how poverty or the “poor” are being constructed through the use of symbols, stereotypes, or discourse in the global development regime. See the Unit 3 lecture for examples, but please find an example that is not used in the lecture/unit notes. Post a link to your example and answer the following questions: <ul style="list-style-type: none"> • How are the poor being portrayed in the video? • What words are being used to describe the poor and their situation (poverty)? • What is problematic about the solution(s) being proposed?
Readings	White, Howard. 2014. “The Measurement of Poverty” in <i>The Companion to Development Studies</i> 60-66.
	Rahnema, Majid. 1992. “Poverty” in <i>The Development Dictionary: A Guide to Knowledge as Power</i> . Ed. Wolfgang Sachs. Zed Books: London.

Week 4 – The Modernization Myth – Jan 31/Feb2

	<p>Begin writing research paper proposal</p> <p>Forum Post 4 Due Sun, Feb 6</p> <p>After watching Under Rich Earth, provide a brief post about the documentary. You may use the questions below as guidelines, but feel free to discuss anything that stood out to you.</p> <ul style="list-style-type: none"> • What stood out to you in this documentary? • What elements of the film are related to modernization theory/development/poverty? • How were the communities portrayed by the mining company?
Readings	Required
	Craggs, Ruth. 2014. “Development in a global-historical context” in <i>The Companion to Development Studies</i> 5 – 10.
	Binns, Tony. 2014. “Dualistic and Unilinear Concepts of Development” in <i>The Companion to Development Studies</i> 100-105.
	Conway, Dennis. 2014. “Neoliberalism: Globalization’s Neoconservative Enforcer of Austerity” in <i>The Companion to Development Studies</i> 106-110.
	Conway, Dennis and Nikolas Heymen. 2014. “Dependency Theories: From ECLA to Andre Gunder Frank and Beyond” in <i>The Companion to Development Studies</i> 111-115.
	Recommended
	Rodrick, Dani. 2006. “Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank’s Economic Growth in the 1990s: Learning from a Decade of Reform.” <i>Journal of Economic Literature</i> 44:4, 973-987.
	Rostow, W.W. 1959. “The Stages of Economic Growth.” <i>The Economic History Review</i> . 12(1): 1-16.
Frank. A. 1966. “The Development of Underdevelopment.” <i>Monthly Review</i> 18: 17-31.	

Week 5 Development Alternatives or More of the Same I? – Feb 7/9

Tasks	<p>Forum Post 5 Due Sun, Feb 13</p> <p>Choose one of the theoretical perspectives/topics from the lectures/readings on Development Alternatives and explain why you feel it is a viable “development alternative”. Please engage with the readings by citing AT LEAST 2 authors from the readings.</p>
	<p>Continue reading the book for your Analytical Book Review</p>
1. Freedom and Capabilities	
Readings	Nothover, Patricia. 2014. “Development as Freedom” in <i>The Companion to Development Studies</i> 33-38.
	Bebbington, Anthony and Katherine E. Foo. 2014. “Social Capital and Development” in <i>The Companion to Development Studies</i> 152-155.
2. Putting the Last First: Participatory and Ethno-development	
Readings	Breton, Victor. 2008. “From Agrarian Reform to Ethnodevelopment in the Highlands of Ecuador” <i>Journal of Agrarian Change</i> 8(4): 583-617.

	Mohan, Giles. 2014. "Participatory Development" in <i>The Companion to Development Studies</i> 131-136.
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Week 6 – Feb 14/16 – Writing Workshops

Tasks	Submit Research Paper Proposal – Due Fri, Feb 18
	Begin writing your Analytical Book Review
	This week will be dedicated to different writing workshops given by Writing Services and by me. We will cover academic/university writing, and how to write the paper proposal, the final paper, and the analytical book review.

Reading Week – Feb 21 – 25

Week 7 Development Alternatives or More of the Same II? – Feb 28/Mar 2

Tasks	Forum Post 6 Due Sun, Mar 6
	What does Mohanty mean by “the discursive colonization of Third World women’s lives and struggles”? (read article Under Western Eyes in Unit 7)
	Review research paper proposal comments/feedback and begin writing your paper
	Continue writing your Analytical Book Review
1. (un)Sustainable Development – MDGs to SDGs	
Readings	Rigg, Jonathan. 2014. “The Millennium Development Goals” in <i>The Companion to Development Studies</i> 67-72.
	Redclift, Michael. 2014. “Sustainable Development” in <i>The Companion to Development Studies</i> . 333-335.
2. Gender and Development: Inclusion or Patriarchy?	
Readings	Kishwar, Madhu. 2014 “Feminism and Feminist Issues in the South: A Critique of the ‘Development’ Paradigm”. In <i>The Companion to Development Studies</i> . 402-406.
	Parpart, Jane. 2014. “Rethinking Gender and Empowerment” in <i>The Companion to Development Studies</i> 407-410.
	Kabeer, Naila. 2015. “Gender, Poverty, and Inequality: A Brief History of Feminist Contributions in the Field of International Development.” <i>Gender & Development</i> 23(2), 189-205.

Week 8 Alternatives to Development – Mar 6/9

Tasks	Continue research for your final paper
	Submit Analytical Book Review – Suggested Due Date Sun Mar 13
Readings	Required
	Simon, David. 2014. “Postmodernism and Development” in <i>The Companion to Development Studies</i> 142-146.
	Sidaway, James D. 2014. “Post-development” in <i>The Companion to Development Studies</i> 147-151.
	Ziai, Aram. 2017. “Post-development 25 years after The Development Dictionary” <i>Third World Quarterly</i> . 33(12): 2547-2558.
	Recommended
Escobar, Arturo. 2010. “Latin America at a Crossroads.” <i>Cultural Studies</i> , 24(1).	

	Demariaa, Federico and Ashish Kothari. 2017. “The Post-Development Dictionary Agenda: Paths to the Pluriverse” <i>Third World Quarterly</i> 38(12): 2588-2599.
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Week 9 Decoloniality: Is Plurality a Possibility? – Mar 14/16

Tasks	Forum Post 7 Sun, Mar 20 Discuss how the concept of development is a contested concept from the perspective of post-development and/or decolonial theories.
	At this point you should have a substantial amount of your research paper written/researched
Readings	Required
	Briggs, John. 2014. “Indigenous Knowledge and Development” in <i>The Companion to Development Studies</i> . 127-130.
	Mignolo, Walter. 2018. “What does it mean to decolonize?” Chapter 5 in <i>On Decoloniality</i> available virtually through Huron Library
	Bolliet et al. 2013. “The Importance of Place Names in the Search for Ecosystem-Like Concepts in Indigenous Societies: An Example from the Bolivian Andes” <i>Environmental Management</i> 51: 663-678
	Recommended
Mignolo, Walter. 2010. <i>The Communal and the Decolonial</i> . http://turbulence.org.uk/turbulence-5/decolonial/	

Week 10 Sumak Kawsay: An Indigenous Alternative – Mar 21/23

Tasks	Complete and submit Research Paper (Due Sun, Mar 27)
	Forum Post 8 Due Sun, Mar 27 (This requires drawing from Week 9 and Week 10) Do Indigenous <i>cosmovisiones</i> (worldviews) offer viable alternative forms of living and of knowing the world? If so, why/how? Provide examples other than examples used in this course.
Readings	Gudynas, Eduardo. 2011. “Buen Vivir: Today’s Tomorrow” <i>Development</i> 54(4), 441–447.
	Radcliffe, Sarah. 2012. “Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador”. <i>Geoforum</i> , 43, 240–249.
	Walsh, Catherine. 2010. “Development as Buen Vivir: Institutional Arrangements and (de)colonial Entanglements.” <i>Development</i> , 53(1), 15–21.

Week 12 Where do I fit in? – Mar 28

Tasks	Forum Post 9 Due Wed, Mar 30 Discuss some of the positive and negative aspects of “voluntourism”. Do you think that voluntourism can be a force for positive global change? Explain.
Readings	Smith, Matt Baillie. 2014. “Development Education, Global Citizenship, and International Volunteering” in <i>The Companion to Development Studies</i> . 485-490.
	Biddle, Pippa. 2013. “The Problem with Little White Girls and Boys.” February 18. https://medium.com/race-class/b84d4011d17e
	Illich, Ivan. “To Hell with Good Intentions”.

	https://www.uvm.edu/~jashman/CDAE195_ESCI375/To%20Hell%20with%20Good%20Intentions.pdf
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Final Review/Study day – Mar 30

Tasks	Forum Post 10 Due Fri, Apr 1 How has your view/perspective about development changed?
Readings	None Review course material and readings for exam. This class will be dedicated to reviewing course material for the exam.



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. 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, 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

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

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

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, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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) 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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. 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>

Mental Health & Wellness Support 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. 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
Chaplaincy: gthorne@huron.uwo.ca

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