

**CGS 1023F**  
**Introduction to Development**  
**Matthew McBurney**

Office: Online

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Scheduled class times: Tuesdays 2:30 - 3:30pm. and Thursdays 3:30 - 5:30pm.

Online sessions will be done through Zoom or Microsoft Teams throughout the semester and be held during Thursdays hours (3:30 – 5:30pm)

Office Hours: Tuesdays 2:30pm – 3:30pm (Zoom or Teams) or by appointment

### **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 online and participatory learning methods. The class is structured for the current online learning environment in which we all find ourselves. Students are required to engage with the readings and with each other during the weekly forums and online sessions. All class materials and notes will be posted on Owl to each corresponding week. Combined with the weekly readings, the notes posted to each will contain all of the material/information needed for the course. There are no obligatory live lectures, but there will be Zoom or Teams sessions where attendance and participation are voluntary. These sessions will be a chance for students to engage with each other in discussion about forum posts and course material and readings and to ask clarifying questions about upcoming assignments (see schedule below for the dates and a brief description of each online session). Zoom or Teams sessions will take place during assigned class times (Thursdays 3:30 - 5:30pm) and Tuesday’s class times will be used for office hours where students can schedule a time to speak privately

with me (Zoom or Teams). Links to live Zoom or Teams sessions will be posted on Owl, **but these sessions will not be recorded and uploaded to Owl**. During online sessions, 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 at another time. **Recording of lectures is prohibited without academic accommodation permission.**

Weekly online sessions are not obligatory and attendance is not required in order for students to pass the course. Lecture notes will be posted on Owl (under each Unit tab). All of the necessary information for understanding the key concepts, ideas and theories of the course can be learned from the readings and lecture notes, combined with the various videos that will be posted in each Unit. The online sessions are for a more detailed discussion and interaction between students and myself. It is a chance for students to ask questions about the course material and readings or upcoming assignments.

## READINGS

A majority of the course readings can be found in Desai, Vandana and Robert B. Potter (Eds). 2014. *The Companion to Development Studies* 3<sup>rd</sup> 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, Sept 13
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, Sept 27
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"> <li>• How are the poor being portrayed in the video?</li> <li>• What words are being used to describe the poor and their situation (poverty)?</li> <li>• What is problematic about the solution(s) being proposed?</li> </ul>	Sun, Oct 4
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"> <li>• What stood out to you in this documentary?</li> <li>• What elements of the film are related to modernization theory/development/poverty?</li> <li>• How were the communities portrayed by the mining company?</li> </ul>	Sun, Oct 11
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, Oct 18
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, Oct 25
7	Discuss how the concept of development is a contested concept from the perspective of post-development and/or decolonial theories.	Sun, Nov 15
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, Nov 22
9	Discuss some of the positive and negative aspects of “voluntourism”. Do you think that voluntourism can be a force for positive global change?	Sun, Nov 29

	Explain.	
10	How has your view/perspective about development changed?	Sun, Dec 6

*Analytical Book Review – Due October 11*

15%

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](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 October 25*

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

*Research Paper – Due November 29*

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*

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 an essay question. **Due to the current situation, the final exam will be a take home exam where students will have 5 days to complete the exam.**

The exam will be posted on Owl and students must submit the exam on Owl under the Final Exam assignment.

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 beginning</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 conclusion</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>

<b>B</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
<b>C</b>	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
<b>D</b>	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
<b>F</b>	little to no research undertaken, scholarly or not	there is no thesis and/or no method	analysis is nearly non-existent, weak, minimal and	language is sub-par for university, riddled with	the paper does not follow a scholarly format

	little evidence of scholarly research in the paper	the conclusion is deeply flawed or outright non-existent	unsupported by research	grammatical and spelling errors analysis is difficult to follow and lacks any sense of flow	
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## SPECIAL INSTRUCTIONS

All assignments will be submitted on Owl 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 in-person, and 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.

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. Each Unit is equivalent to 1 week of material and work; however, students are free to work through the material at a faster pace.

### Week 1 – Course Intro

<b>Tasks</b>	<b>Read through the entire course outline</b>
	<b>Forum 1 Post due Sun, Sept. 13</b> 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.
	<b>Online Session Thursday, Sept 10 – This session will be used to field any questions about the course, course material or assignments.</b>
<b>Readings</b>	Hobbes, Michael. 2014. “Stop Trying to Save the World”. <a href="https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it">https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it</a>
	Gates, Bill. 2016. “Why I Would Raise Chickens” <a href="https://www.gatesnotes.com/Development/Why-I-Would-Raise-Chickens">https://www.gatesnotes.com/Development/Why-I-Would-Raise-Chickens</a>
	Smith, Lindsey. 2016. “Why Bolivia Turned Away Bill Gates Chicken Donation” <a href="http://www.theverge.com/2016/6/17/11965820/bill-gates-bolivia-heifer-international-ngo-us-aid-rejection">http://www.theverge.com/2016/6/17/11965820/bill-gates-bolivia-heifer-international-ngo-us-aid-rejection</a>

### Week 2- Positionality and Reflectivity in the Development Game

<b>Tasks</b>	<b>Choose and begin reading your book for the Analytical Book Review assignment</b>
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<b>Readings</b>	Schuurman, Frans J. 2014. "The Impasse in Development Studies" in <i>The Companion to Development Studies</i> 1-25.
	England, K. 1994. "Getting Personal: Reflexivity, Positionality and Feminist Research." <i>The Professional Geographer</i> , 46(1): 80---89.
	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 3 – Challenging the Definition of Development

<b>Tasks</b>	<b>Continue reading your chosen book</b>
	<b>Begin to think about your Research Paper topic and start preliminary research</b>
	<b>Online Session Thursday, Sept. 24 - This session will be used to field any questions about course material to date, but the main focus will be further discussion about the definition of "development".</b>
	<b>Forum Post 2 Due Sun, Sept 27</b> 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).
<b>Readings</b>	Horner, Rory. 2019. "Towards a new paradigm of global development? Beyond the limits of international development" <a href="https://journals.sagepub.com/doi/full/10.1177/0309132519836158">https://journals.sagepub.com/doi/full/10.1177/0309132519836158</a>
	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.
	Escobar, Arturo. 1995. Introduction: Development and the Anthropology of Modernity. <i>Encountering Development: The Making and Unmaking of the Third World</i> . New Jersey: Princeton University Press. 3-17.

### Week 4 – Marketing Poverty: Harmful Stereotypes

<b>Tasks</b>	<b>Continue research paper topic refinement and preliminary research</b>
	<b>Finish reading your chosen book</b>
	<b>Online Session Thursday, Oct 1 –Specific focus of this session will be the analytical book review and the forum post #3.</b>
	<b>Forum Post 3 Due Sun, Oct 4</b> 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"> <li>• How are the poor being portrayed in the video?</li> </ul>

	<ul style="list-style-type: none"> <li>• What words are being used to describe the poor and their situation (poverty)?</li> <li>• What is problematic about the solution(s) being proposed?</li> </ul>
<b>Readings</b>	White, Howard. 2014. "The Measurement of Poverty" in <i>The Companion to Development Studies</i> 60-66.
	Escobar, Arturo. 2011 "The Problematization of Poverty: The Tale of Three Worlds and Development," in <i>Encountering Development</i> , Chapter 2.
	Rahnema, Majid. 1992. "Poverty" in <i>The Development Dictionary: A Guide to Knowledge as Power</i> . Ed. Wolfgang Sachs. Zed Books: London.

### Week 5 – The Modernization Myth

<b>Tasks</b>	<b>Complete and submit Analytical Book Review (Due Sun, Oct 11)</b>
	<b>Watch Documentary: Under Rich Earth (Link posted on Owl)</b>
	<b>Forum Post 4 Due Sun, Oct 11</b> 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. <ul style="list-style-type: none"> <li>• What stood out to you in this documentary?</li> <li>• What elements of the film are related to modernization theory/development/poverty?</li> <li>• How were the communities portrayed by the mining company?</li> </ul>
<b>Readings</b>	<b>Required</b>
	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.
	<b>Recommended</b>
	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 6 – Development Alternatives or More of the Same I?

<b>Tasks</b>	<b>Begin Writing Research Paper Proposal</b>
	<b>Online session Thursday, Oct. 14 – Specific focus of this session will be the Research Paper Proposal Assignment and further discussion of forum post 5.</b>

	<p><b>Forum Post 5 Due Sun, Oct. 18</b></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>
<b>1. Freedom, Capabilities, and Participation</b>	
<b>Readings</b>	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.
	Bebbington, Anthony. 1999. "Capital and Capabilities: A Framework for Analyzing Peasant Viability, Rural Livelihoods and Poverty," <i>World Development</i> Vol. 27, No. 12, pp. 2021-2044
<b>2. Putting the Last First</b>	
<b>Readings</b>	Chambers, Robert. 1994. "Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm." <i>World Development</i> 22(10), 1437-1454.
	Mohan, Giles. 2014. "Participatory Development" in <i>The Companion to Development Studies</i> 131-136.

### Week 7 – Development Alternatives or More of the Same II?

<b>Tasks</b>	<p><b>Forum Post 6 Due Sun, Oct. 25</b></p> <p>What does Mohanty mean by "the discursive colonization of Third World women's lives and struggles"? (read article <i>Under Western Eyes</i> in Unit 7)</p> <p><b>Complete and submit Research Paper Proposal (Due Sun, Oct. 25)</b></p>
<b>1. (un)Sustainable Development – MDGs to SDGs</b>	
<b>Readings</b>	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.
	United Nations. <i>Our Common Future, Chapter 2: Towards Sustainable Development</i> . <a href="http://www.un-documents.net/ocf-02.htm#I">http://www.un-documents.net/ocf-02.htm#I</a>
<b>2. Gender and Development: Inclusion or Patriarchy?</b>	
<b>Readings</b>	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 &amp; Development</i> 23(2), 189-205.
	Mohanty, Chandra. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." <i>Signs</i> 28(2), 499-536.

### Week 8 – Alternatives to Development

<b>Tasks</b>	<p><b>Review comments from Research Paper Proposal and continue research</b></p> <p><b>Forum Post 7 Sun, Nov. 15</b></p>
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	Discuss how the concept of development is a contested concept from the perspective of post-development and/or decolonial theories.
	<b>Online Session Thursday, Oct 29 – This session will be used to field any questions about the material to date and to discuss upcoming assignments.</b>
<b>Readings</b>	<b>Required</b>
	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.
	<b>Recommended</b>
	James Ferguson (w/ Larry Lohmann) (1994 [2008]) “The anti-politics machine: “Development” and bureaucratic power in Lesotho,” in <i>The Development Reader</i> eds. Sharad Chari and Stuart Corbridge, Routledge: New York, pp. 322-31
	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.	

### Week 9 – Decoloniality: Is Plurality a Possibility?

<b>Tasks</b>	<b>Begin writing your Research Paper</b>
<b>Readings</b>	<b>Required</b>
	Quijano, Anibal. 2000. Coloniality of Power, Eurocentrism, and Latin America. <i>Nepantla: View from the South</i> 1:3, 533-580. <a href="https://www.unc.edu/~aescobar/wan/wanquijano.pdf">https://www.unc.edu/~aescobar/wan/wanquijano.pdf</a>
	Mignolo, Walter D. 2007. “Coloniality of Power and Decolonial Thinking” <i>Cultural Studies: Globalization and the De-Colonial Option</i> , Vol.21(2-3), pp.155-167
	Walsh, Susan. 2010. “A Trojan Horse of a Word? ‘Development’ in Bolivia’s Southern Highlands: Monocropping People, Plants and Knowledge.” <i>Anthropologica</i> , 52:2, 241-257.
	<b>Recommended</b>
Mignolo, Walter. 2010. <i>The Communal and the Decolonial</i> . <a href="http://turbulence.org.uk/turbulence-5/decolonial/">http://turbulence.org.uk/turbulence-5/decolonial/</a>	

### Week 10 – *Sumak Kawsay*: An Indigenous Alternative

<b>Tasks</b>	<b>By this time, you should have a substantial amount of the Research Paper finished</b>
	<b>Forum Post 8 Due Sun, Nov. 22 (This requires drawing from Week 9 and Week 10)</b>
	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.
	<b>Online Session Thursday, Nov 26 – The main focus of this session will be the</b>

	<b>Research Paper assignment.</b>
<b>Readings</b>	Briggs, John. 2014. "Indigenous Knowledge and Development" in <i>The Companion to Development Studies</i> . 127-130.
	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.
	Waldmuller, Johannes. 2014. "Buen Vivir, Sumak Kawsay, 'Good Living': An Introduction and Overview". <a href="http://www.alternautas.net/blog/2014/5/14/buen-vivir-sumak-kawsay-good-living-an-introduction-and-overview">http://www.alternautas.net/blog/2014/5/14/buen-vivir-sumak-kawsay-good-living-an-introduction-and-overview</a>

### Week – Where do I fit in?

<b>Tasks</b>	<b>Watch Volunteers Unleashed (2015) – link on Owl</b>
	<b>Forum Post 9 Due Sun, Nov. 29</b> Discuss some of the positive and negative aspects of "voluntourism". Do you think that voluntourism can be a force for positive global change? Explain.
	<b>Complete and submit Research Paper (Due Sun, Nov. 29)</b>
<b>Readings</b>	Smith, Matt Baillie. 2014. "Development Education, Global Citizenship, and International Volunteering" in <i>The Companion to Development Studies</i> . 485-490.
	Tiessen, R. and Heron, B. 2012. Volunteering in the Developing World: the Perceived Impacts of Canadian Youth". <i>Development in Practice</i> , 22(1), 44-56.
	Biddle, Pippa. 2013. "The Problem with Little White Girls and Boys." February 18. <a href="https://medium.com/race-class/b84d4011d17e">https://medium.com/race-class/b84d4011d17e</a>
	Illich, Ivan. "To Hell with Good Intentions". <a href="http://www.swaraj.org/□illich_hell.htm">http://www.swaraj.org/□illich_hell.htm</a>

### Unit/Week 12 – Final Review/Study day

<b>Tasks</b>	<b>There will be a final Online session/review for those that want to participate on Tuesday, Dec. 8</b>
	<b>Forum Post 10 Due Sun, Dec 6</b> <a href="#">How has your view/perspective about development changed?</a>
<b>Readings</b>	None Review course material and readings for exam.



## **Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021**

### **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 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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online 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 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: enter and leave quietly. Please see the Code of Student Conduct at:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.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 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.

### **Adding / Dropping Courses**

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 Huron website, <https://huronatwestern.ca/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.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

### **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.

Please see the policy on Attendance Regulations for Examinations here:  
[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Academic Student 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](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

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/contact-directory>.

### **Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

### **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, it is also 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.**

### **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, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

### **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 (<https://www.turnitin.com/>).

### **Computer-Marked Tests/exams**

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.

### **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 Accommodation for Students With Disabilities**

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://academicsupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **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/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.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](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.

### **Requests for Academic Consideration Using the Self-Reported Absence Form**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments,

participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) .

### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://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:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](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.

**(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 Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed **Accommodation Request Form**. Late penalties may apply at the discretion of the instructor.

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.

**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](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/).

**Important Dates & Directory**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**  
<https://huronuc.ca/index.php/contact/contact-directory>

**Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>