



Problems of global development

2002F

Fall 2019



Class information

Dr. Lucas Savino

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@Prof_Sav

Office Hours (A208)

Mondays 11:30 – 12:30pm

Tuesdays 1:30 – 2:30pm

or by appointment

This class meets twice a week, every **Tuesday** from 11:30am to 1:30pm and **Thursday** from 11:30am to 12:30pm in room **V208**

In the event of unexpected class cancellations, the instructor will post such notice on OWL. Please check regularly.

Course description and objectives

This course examines how certain “problems” in global development emerge as such. In a world where extreme poverty and deep material inequalities persist, this course aims at recognizing how a number of pressing contemporary issues are part of people’s lives around the world and are ingrained in historical power imbalances.

By adopting a critical and interdisciplinary framework of reference to study “development,” this course examines the connections between global capitalism, development policy efforts, and specific issues that relate specifically to poverty and land: rural development; political ecology and the lives of women; food sovereignty, and resource extractivism. The course engages with alternative and radical models of development that place social justice concerns at the core of community efforts to overcome oppression and existing inequalities.

Course Calendar



There is no required book for purchase.

Links to all required readings will be posted on OWL.

In preparation of the research assignments, I strongly recommend you use the following book:

Turabian, Kate L. 2010. *Student's Guide to Writing College Papers*. 4th edition. Chicago: University of Chicago Press.

Classes will be conducted under the assumption that we have completed and studied the readings before class.

Please note that the course calendar is subject to change. Appropriate notice will be given in class and OWL.

Weekly Topics	Readings
Introduction (Sep. 5)	Course Outline , objectives
Week 1 (Sep. 10) (Re)Introducing global development	Esteva et al (2013) Murray Li (2017)
Week 2 (Sep. 17, 19) Development and global capitalism	Parpart & Veltmeyer (2004) Culpeper, Kappagoda (2016) Horner & Hulme (2017)
Week 3 (Sep. 24, 26) The poverty problematic: constructing the poor	Poku & Whitman (2011) Hickel (2016) * <i>Article Presentations</i>
Week 4 (Oct. 1, 3) The poverty problematic: global inequalities	Crow et al (2009) Sen (2002) * <i>Article Presentations</i>
Week 5 (Oct. 8, 10) The poverty problematic: disciplining the poor	Ilean & Lacey (2015) * Research Proposal is due
Week 6 (Oct. 15, 17) The land question: agrarian transformations	Eakin et al (2014) * <i>Article Presentations</i>
Week 7 (Oct. 22, 24) The land question: food sovereignty	Borras et al (2015) Roman-Alcala (2016) * <i>Article Presentations</i>
Week 8 (Oct. 29, 31) The land question: extractivism	Kroger & Lalander (2016) Gordon & Webber (2016) * <i>Article Presentations</i>
Fall Reading Week (Nov. 4 – 8)	
Week 9 (Nov. 12, 14) Gender equality: Sustainable Development Goals	Esquivel (2016) Laako (2016) * <i>Article Presentations</i>
Week 10 (Nov. 19, 21) Another development: “from within and below”	Radcliffe (2015) Ranta (2016) * <i>Article Presentations</i>
Week 11 (Nov. 26, 28) Another development: the case for human development	El Khoury (2015) Gudynas (2016) * Research Essay is due
Week 12 (Dec. 3, 5) <i>Conclusion(s)</i>	<i>Exam Preparation</i>



Course Requirements

This course requires ongoing reading, writing, collaborative work and class discussion.

Article Presentation 15% (ongoing)

Each student will present a review of a scholarly article to the rest of the class. The reviewed article, chosen by the presenter, will be related to the theme of that week. I'm happy to assist in the selection process.

The goal of this assignment is to give you the opportunity to be proactive in your learning experience. These presentations offer you the opportunity to explore an area of research interest and share it with the rest of the class.

Presentations will take place during assigned dates (see course calendar). The sign-up list for presentations will be available during the first and second weeks of class. Number of presentations per week will be determined upon enrolment.

Handout # 1 ("Presentations") provides additional details on the structure of this assignment. Handout will be available in OWL.

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

Presentation Engagement 10% (ongoing)

During *Article Presentations*, students who are not presenting are expected to evaluate the presentation and prepare a question for each one of the presenters.

Handout # 1 also offers additional guidelines for this assignment (available in OWL).

Research Proposal 15% (Week 5)

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

Handout # 2 ("Proposal") offers additional guidelines for this assignment (available in OWL). This handout also offers a list of essay topics related to course themes.

Research Essay 40% (Week 11)

The main objective of the research essay is to give students an opportunity to elaborate a clear argument and provide strong scholarly evidence to support it. The final essay must draw from the research proposal and feedback provided by instructor.

Handout # 3 ("Essay") provides additional guidelines for the preparation of this assignment (available in OWL).

GRADES DESCRIPTION

Exceptional = above 90 (A+)

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

Strong = 80-89 (A)

Superior work which is clearly above average.

Average = 70-79 (B)

Good work, meeting all requirements, and eminently satisfactory.

Average/Weaker = 60-69 (C)

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

Not acceptable = below 50 (F)

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

Final Critical Response 20%

You are required to write a final critical response to a set of questions that I will bring to our last class. These questions will be created in reference to the required readings, lectures, and Case Presentations through the term.

This assignment will be graded according to the organization of ideas, the clarity of the response and the quality of your own assessment of the material. Formal citations are expected.

This final response (1200- 1500 words) must be submitted electronically, via OWL on **December 12, 2019** (before 4:30pm).

High Attendance (Bonus): up to 3 marks

Attendance to class is highly expected and your absence will make us miss the potential contributions you can make. However, we cannot decide for you what your priorities or needs as a student are.

Students with a high class attendance record (i.e., 20 or more) and significant participation will have up to 3 marks added to the final grade.

Please note: *In case of absences justified under university norms, contact your academic advisor. Attendance records will be updated accordingly after receiving confirmation from academic counselling.*

Course Requirements Summary

Article Presentation	15%	Ongoing
Presentation Engagement	10%	Ongoing
Research Proposal	15%	Week 5 (Oct. 10)
Research Essay	40%	Week 11 (Nov. 28)
Final Critical Response	20%	Dec. 12 (via OWL)



Learning Outcomes

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

Demonstrate critical awareness on specific issues affecting development thinking and practice

Explain the connections between global capitalism, development efforts, and the emergence of issues identified as “problems.”

Assess the critical importance and impact of “development from below” movements on development thinking

Article Presentations, Research Essay, Final Critical Response

Proposal and Research Essay, Final Critical Response

Lectures, Article Presentations, Research Essay

Nowadays the ambition to ‘change the world’ meets with cynicism – because of the dismal record of several development decades, doubts about modernism and its utopian belief that society can be engineered – and media triviality.” J. Pieterse (2009)



Contact information

Email policy

The best way to reach me is via email:

lsavino2@uwo.ca

I will do my best to reply as soon as possible. If you do not get an immediate reply, please allow at least 48 hours if you need to send me a reminder.

I usually do not check my emails after 5pm or on weekends.

Important! Please use the course number as part of the subject line for your emails. This will ensure a faster reply as my electronic correspondence gets sorted automatically.

Due to privacy guidelines, you should use your university email account for contacting me.

Make an appointment

If you want to meet in person and you are unable to meet during office hours, please contact me and make an appointment.

A note on returned assignments and appeals

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

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

You may also appeal your overall grade, or the grade of any specific assignment.

There are several steps to appeal a grade:

1. Have an informed discussion with me. This step must be initiated (i.e. set up an appointment) within 7 days of receiving your grade.

2. If you still find the explanation of your grade unsatisfactory, you may appeal your grade in writing. This written submission must be sent to me within 14 days of receiving your grade. You are to write a formal letter indicating the ways in which believe your assignment met the requirements – with evidence cited – as well as the grade you believe you deserve for your work.

Please keep in mind that the onus is on you to demonstrate that your work meets the requirement set out for the assignment, and not for me to defend the mark allocated.

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

For more information about the University’s appeal guidelines visit: uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf

“In our dreams we have seen another world, an honest world, a world decidedly more fair than the one in which we now live.” Subcomandante Marcos

The Appendix to Course Outlines is posted on the OWL course site

Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

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.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:

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 is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

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. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website,

[huronuc.ca/student-life-campus/student-services/academic-advising](http://www.westerncalendar.uwo.ca/SessionalDates.cfm) 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.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: [huronuc.ca/student-life-campus/student-services/health-wellness](http://www.westerncalendar.uwo.ca/SessionalDates.cfm) for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical

behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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 .

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 a 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 Western University and 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.

Policy on “Special” Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

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

Students who require academic accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html>.

- (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 .**

University Senate policy, which can be found at,

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 .

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 your Instructor directly.

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

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

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.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a.** students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b.** 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. Please see section 4 below for more details.

c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;

d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. 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;

g. 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.

h. 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.

Important Dates and Directory at Huron and Western

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>
- **Western – 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>