



CGS 1023F
Introduction to Development
Summer Intersession 2022
Dr. Matthew McBurney

Office: Zoom

e-mail address: mmcburn2@uwo.ca

Scheduled class times: Mon – Thurs 1pm – 4pm

Classroom: Zoom

Office Hours: By appointment via email. I am available most days and meetings can take place via 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.

DESCRIPTION OF CLASS METHODS

Classes will consist of a combination of lectures on most days – see course schedule below (on Zoom for approximately 1-2 hours/day Monday - Thursday) and participatory learning methods. It is expected that students will read all of the week’s **required** readings. Students are required to engage with the readings and with each other during class and in the forums.

During lectures and online 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 at another time. Recording of lectures is not prohibited without academic accommodation permission. Also, photographs of lecture slides are not permitted. A summary of slides and/or lecture notes will be posted on the Owl site.

READINGS

A majority of the course readings can be found in *The Companion to Development Studies* Third Edition by Vandana Desai and Robert B. Potter (Routledge, 2014). The rest of the readings are articles or book chapters that can be found for free through the Huron Library website. Students are recommended to purchase this book. Other readings can be found in the library or online. 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. They will provide students with further, more detailed insight on the topic being discussed and will vastly improve their understanding.

EVALUATION

Participation

<i>Lectures</i>	10%
<i>Forums</i>	10%

In this course, emphasis will be placed on student participation and interaction. The course will include theoretical critiques of development practices, requiring high levels of student participation. As a result, students are required to read the material and to participate in discussions through forums and during online Zoom lectures. Students will be graded on their ability to engage critically with the course materials and lectures within class discussions. Participation will be graded through the use of forums and attendance of online Zoom lectures. Each student must participate in all forums. Full participation grades in the forum will only be given when a student posts their own post and also replies to another classmate's post.

Research Paper Proposal 20%

The proposal will be a 2-3 page proposal for a research topic of the student's choosing. The topic must be related to global development, which is a broad field of study. The proposal must include a brief description of the topic and its importance in the field of development, a thesis statement, a brief outline of the argument, and an annotated bibliography with a minimum of 5 scholarly sources. **Due Friday, May 20**

Research Paper 30%

The research paper assignment will challenge students to think critically about a global issue related to global development. Students will be required to provide a 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 and use Chicago style citation. The essay must be between 1,500-2,000 words (Times New Roman, 12 font, Double spaced). **Due Wednesday, June 1**

Further details will be provided in class. However, students will be graded based on the following marking scheme:

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 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 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 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 without using 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	<p>a reasonable amount of independent, scholarly research was undertaken</p> <p>sources are mainly from peer-reviewed publications</p> <p>research is sound but predictable</p>	<p>an interesting but predictable thesis is clearly stated at the beginning of the paper</p> <p>the thesis tends toward more description than argument, leading to a weak conclusion</p> <p>the methodology is there but isn't clearly laid out, or is laid out but not followed through on an expert level</p>	<p>the analysis is good but there are some significant weaknesses or lapses</p> <p>the paper occasionally drifts off-topic or into territory that isn't adequately supported by the research</p> <p>the research questions are interesting but potentially unrealistic in terms of the type and/or level of research undertaken</p>	<p>the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors</p> <p>language is clear but lacks scholarly depth</p> <p>there are some lapses in definition and explication of terms</p> <p>segue between points in the analysis are weak</p>	<p>the paper basically follows the technical requirements, with a few minor exceptions</p> <p>citations are solid but not thorough, with some noticeable omissions</p>

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 undertaken, scholarly or not little evidence of scholarly research in the paper	there is no thesis and/or no method the conclusion is deeply flawed or outright non-existent	analysis is nearly non-existent, weak, minimal and unsupported by research	language is sub-par for university, riddled with grammatical and spelling errors analysis is difficult to follow and lacks any sense of flow	the paper does not follow a scholarly format

The final exam can include material from all the topics taught throughout the course in both lectures or readings. The exam will be a take home exam which will be provided on the last day of class and due on Owl exactly 24 hours later. **Take home 48 hour exam to be posted to Owl on Friday, June 3 at 8am and due Sunday, June 5 at 8am**

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 more than 48 hours prior to the assigned deadline. Extensions being requested for emergency or medical reasons 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

Unit 1

1st Half - Course Intro

Recommended

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>

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>

2nd Half - Positionality and Reflectivity in the Development Game

Schuurman, Frans J. 2014. “The Impasse in Development Studies” in *The Companion to*

Development Studies eds. Vandana Desai and Robert B Potter, Routledge: New York. 21-25.

England, K. 1994. “Getting Personal: Reflexivity, Positionality and Feminist Research.” *The Professional Geographer*, 46(1): 80--89.

Recommended

Edwards, Michael. 1989. "The Irrelevance of Development Studies." *Third World Quarterly*. 11:1, 116-135.

Unit 2 – Challenging the Definition of Development

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 *The Companion to Development Studies* 56-59.

Esteva, Gustavo. 1992. "Development" in *The Development Dictionary: A Guide to Knowledge as Power*. Ed. Wolfgang Sachs. London: Zed Books.

Unit 3 – Marketing Poverty: Harmful Stereotypes

White, Howard. 2014. "The Measurement of Poverty" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 60-66.

Rahnema, Majid. 1992. "Poverty" in *The Development Dictionary: A Guide to Knowledge as Power*. ed. Wolfgang Sachs. Zed Books: London.

Recommended

Escobar, Arturo. 2008 "The Problematization of Poverty: The Tale of Three Worlds and Development," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, Routledge: New York, 131-40.

Economist. 2013. "Poverty: Not always with Us"

<http://www.economist.com/news/briefing/21578643-world-has-astonishing-chance-take-billion-people-out-extreme-poverty-2030-not>

Unit 4 – The Modernization Myth

Craggs, Ruth. 2014. "Development in a global-historical context" in *The Companion to Development Studies* 5 – 10.

Binns, Tony. 2014. "Dualistic and Unilinear Concepts of Development" in *The Companion to Development Studies* 100-105.

Conway, Dennis. 2014. "Neoliberalism: Globalization's Neoconservative Enforcer of Austerity" in *The Companion to Development Studies* 106-110.

Conway, Dennis and Nikolas Heymen. 2014. "Dependency Theories: From ECLA to Andre Gunder Frank and Beyond" in *The Companion to Development Studies* 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." *Journal of Economic Literature* 44:4, 973-987.

Unit 5 – May 21 Video: *Under Rich Earth*

Unit 6 – Development Alternatives or More of the Same I?

1. Freedom and Capabilities

Nothover, Patricia. 2014. "Development as Freedom" in *The Companion to Development Studies* 33-38.

Bebbington, Anthony and Katherine E. Foo. 2014. "Social Capital and Development" in *The Companion to Development Studies* 152-155.

2. Putting the Last First: Participatory and Ethno-development

Breton, Victor. 2008. "From Agrarian Reform to Ethnodevelopment in the Highlands of Ecuador" *Journal of Agrarian Change* 8(4): 583-617.

Mohan, Giles. 2014. "Participatory Development" in *The Companion to Development Studies* 131-136.

Unit 7 – Development Alternatives or More of the Same II?

1. (un)Sustainable Development – MDGs to SDGs

Rigg, Jonathan. 2014. "The Millennium Development Goals" in *The Companion to Development Studies* 67-72.

Redclift, Michael. 2014. "Sustainable Development" in *The Companion to Development Studies*. 333-335.

2. Gender and Development: Inclusion or Patriarchy?

Kishwar, Madhu. 2014 "Feminism and Feminist Issues in the South: A Critique of the 'Development' Paradigm". In *The Companion to Development Studies*. 402-406.

Parpart, Jane. 2014. "Rethinking Gender and Empowerment" in *The Companion to Development Studies* 407-410.

Kabeer, Naila. 2015. "Gender, Poverty, and Inequality: A Brief History of Feminist Contributions in the Field of International Development." *Gender & Development* 23(2), 189-205.

Unit 8 – Alternatives to Development

Simon, David. 2014. "Postmodernism and Development" in *The Companion to Development Studies* 142-146.

Sidaway, James D. 2014. "Post-development" in *The Companion to Development Studies* 147-151.



Ziai, Aram. 2017. "Post-development 25 years after The Development Dictionary" *Third World Quarterly*. 33(12): 2547-2558.

Recommended

Escobar, Arturo. 2010. "Latin America at a Crossroads." *Cultural Studies*, 24(1).

Demariaa, Federico and Ashish Kothari. 2017. "The Post-Development Dictionary Agenda: Paths to the Pluriverse" *Third World Quarterly* 38(12): 2588-2599.

Unit 9 – Decoloniality: Is Plurality a Possibility?

Briggs, John. 2014. "Indigenous Knowledge and Development" in *The Companion to Development Studies*. 127-130.

Mignolo, Walter. 2018. "What does it mean to decolonize?" Chapter 5 in *On Decoloniality* 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" *Environmental Management* 51: 663-678

Recommended

Mignolo, Walter. 2010. *The Communal and the Decolonial*. <http://turbulence.org.uk/turbulence-5/decolonial/>

Unit 10 – *Sumak Kawsay*: An Indigenous Alternative

Gudynas, Eduardo. 2011. "Buen Vivir: Today's Tomorrow" *Development* 54(4), 441–447.

Radcliffe, Sarah. 2012. "Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador". *Geoforum*, 43, 240–249.

Walsh, Catherine. 2010. "Development as Buen Vivir: Institutional Arrangements and (de)colonial Entanglements." *Development*, 53(1), 15–21.

Unit 11 – Final Review/Study day

There will be a final Zoom lecture/review for those that want to participate.

Take home 48 hour exam to be posted to Owl on Friday, June 3 at 8am and due Sunday, June 5 at 8a

Appendix to Course Outlines: Academic Policies & Regulations Summer 2022

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 hurousss@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 hurousss@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 hurousss@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

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