

DEVELOPMENT STUDIES (DEST) 201 - L 01 -WINTER 2019
INTRODUCTION TO DEVELOPMENT STUDIES
LECTURES: TUESDAYS & THURSDAYS 9:30 - 10:45, EEEL 161

Instructor: Dr. Apentiik
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Office Hours: Tuesday 1:00-2:00pm or by appointment

Teaching Assistant: TBA
Office Location: TBA
E-Mail: TBA
Office Hours: TBA

Prerequisite(s): none

COURSE DESCRIPTION

This course is designed to provide students with a strong foundation and understanding of the major theoretical and methodological debates and approaches that have informed global development thinking, policy, and practice over the past 60 years. The emphasis will be to examine the historical context in which different theoretical approaches to development have emerged and their current practical implications for both “developed” and “developing” countries.

Drawing on national and international case studies, the course will examine the meanings of the term “development” and the historical processes behind the emergence of major global complex development issues, such as poverty, inequality, and injustice. Students will have the unique opportunity to critically reflect and analyze how certain parts of the world came to be classified as “underdeveloped” and in need of “development” solutions. Students are strongly urged to use this opportunity to ‘think outside the box’, open their minds to the possibility that no single theoretical position has all the answers to the today’s development challenges; and thus, there is the need to consider new ways of conceptualizing and addressing developmental problems around the world.

OBJECTIVES OF THE COURSE

The objective of this course is to provide students with the tools and theoretical framework for understanding, critically analyzing, and assessing the various debates relating to development, in both international and local contexts from an interdisciplinary perspective. The course is also aimed at providing a strong foundation for subsequent courses in Development Studies.

COURSE LEARNING OUTCOMES

By the end of the course, students should be able to:

- demonstrate a sound understanding of the basic concepts and theories of development and its changing definitions over the course of the twentieth century to the present;
- critically evaluate and assess the strengths and weaknesses of the main concepts and theories that have informed past and current development practices, at both international and local contexts from an interdisciplinary perspective;
- demonstrate a critical understanding of how individual identities, global processes, and experiences shape societal problems (e.g. poverty, injustice, and environmental crises), and create challenges to, and opportunities for development;
- demonstrate a good understanding of the different roles of development actors, and the debates about their role and impact.
- hone their skills at critical reading, critical thinking, and critical writing on global development issues and debates.
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TEXTBOOKS AND READINGS:

Haslam, P.A., Schafer, J., & Beaudet, P. (Eds.) (2017). *Introduction to International Development: Approaches, Actors and Issues*. 3rd Edition. Oxford: Oxford University Press.

ADDITIONAL RECOMMENDED BOOKS

- Swanepol, D. (Ed.) (2000). *Introduction to Development Studies*. Oxford: Oxford University Press.
- Allen, T., & Thomas, A. (Eds.) (2000) *Poverty and Development into the 21st Century*. Oxford: Oxford University Press.
- Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.

USEFUL RESOURCES (JOURNALS, PERIODICALS, ANNUALS, DATABASES, & WEB SOURCES)

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| <ul style="list-style-type: none"> • Canadian Journal of Development Studies • Canadian Development Report • Development Policy Review • IDS Bulletin • Development and Change • Journal of Development in Practice • Journal of Development Studies • Canadian International Development • Journal of International Development • World Development • Amnesty, <i>Human Rights Yearbook</i> • UNDP, <i>Human Development Report</i> • UNICEF, <i>State of the World's Children</i> • IDS Bulletin | <ul style="list-style-type: none"> • World Bank, <i>World Development Report</i>
http://www.odihpn.org/ • IDS Sussex:
http://www.ids.ac.uk/ids/info/index.html • World Bank:
http://worldbank.org/deveforum/index.html • Human Development Reports:
http://hdr.undp.org/reports/global/2004 • Humanitarian Practice Network |
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ASSIGNMENTS AND EVALUATION

Critical review paper	20%	Due Oct. 3 (to be collected in class)
Mid-Term Exam	40%	Oct. 24 (closed book exam)
Final Exam	40%	To be scheduled by the Registrar.

Note:

- **All assignments must be completed in order to pass the course.**
- **All written assignments both midterm and final exams will be assessed at least partly on writing skills. Writing skills include not only surface correctness (punctuation, sentence structure etc.) but also general clarity and grammar.**
- Both midterm and final exams have a mixed format – a combination of short and long answers.

CRITICAL REVIEW PAPER 20% (Due Oct 3: to be collected in class in hard copy).

The critical review assignment will be based on chapter 21 (“Conflict and Development”) of the textbook: Haslam, P.A., Schafer, J., & Beaudet P. (Eds.) (2017). *Introduction to International Development: Approaches, Actors and Issues*. 3rd Edition. Oxford: Oxford University Press.

Requirements of the paper

- Length of paper: A maximum of **3 PAGES, TYPED, AND DOUBLED-SPACED in 12 POINT FONT**. Going over the page limit may result in reduction of grade (e.g. from A to A- or A- to B+).
- Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered.
- Double-sided printing of assignment is encouraged to save paper, but is not mandatory.
- Please include the following on the title page: title of paper, course code, instructor's name, student ID, and date of submission.
- In addition to your textbook, please include a minimum of 3-4 properly cited and referenced scholarly peer-reviewed references.
- In-text citation and final list of references must be in APA format (see examples below).
 - **Book referencing example:**
Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.
 - **Journal article referencing examples:**
Cleaver, F. (1999). Paradoxes of participation: questioning participatory approaches to development. *Journal of International Development*, 11(4), 597-612.
Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies*, 24(4), 592-615.
 - **Chapter in a book example:**
Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.
 - **Online newspaper article example:**
Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>.

It is the student's responsibility to keep a copy of each assignment submitted. Students should be prepared to provide a second copy of their assignment if requested. Students who cannot provide a second copy of their essays may risk receiving a zero grade for this portion of the course.

Note: Please hand in your essays directly to your instructor/TA. If it is not possible to do so, a daytime drop box is available in ES 620. A nighttime drop box is also available for approved after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

MIDTERM EXAM; 40% (Oct. 24; in-class closed book exam)

This is a closed-book exam designed to test your grasp of the material covered in lectures, tutorials, and from course readings, up to the date of the exam. This means that you will be expected to have read all the required readings on topics covered in the course, up to the date of the exam. The best way to prepare for this exercise is to read and reflect on lectures, guest lectures and course readings. Exams will also cover lectures by guest speakers, and information from videos/films shown in the class.

Both midterm and final exam will be a combination of short and long answers format.

Please note: No alternate dates for the exam will be provided unless a student has been legitimately excused. Also all missed exams for legitimate reasons will only be in the form of long answers format

REGISTRAR-SCHEDULED FINAL EXAMINATION (40%): YES

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening. However, there is NO guarantee that the exam will NOT be scheduled during the day. The final examination is closed-book **and is not cumulative**.

POLICY FOR LATE ASSIGNMENTS & MISSED EXAMS.

- a). Assignments submitted after the deadline may be penalized with the loss of a grade (e.g. A- to B+) for each day late. Extensions will only be granted under extraordinary circumstances. See *Request for Extension Form* on D2L. This form should be filled out and submitted to me two weeks before the due date for the submission of the assignment.
- b) Similarly, no alternate dates for exams will be provided unless a student has been legitimately excused or have tangible reasons supported with documentation. The same policy applies to missed exams.
- c) Missed exams for legitimate reasons will take the form of long essay

ADDITIONAL INFORMATION: USE OF EMAIL

Due to a high volume of daily e-mail messages, students are advised to meet me in person during office hours or make an appointment in the case of an issue that requires urgent attention. Please note that e-mail messages can be sent to the wrong address, can be accidentally deleted or buried, or can disappear into cyberspace. All questions and requests should therefore be made in person, especially if they concern extensions and other serious or urgent matters. I normally

reply emails within 72 hours during regular business hours. Questions of general interest can and will be addressed in class. Students are advised to use their **ucalgary** student accounts in all email communication on issues related to this course, including all correspondence with peers and Instructor. All course related communication with peers and instructor should be formal. This means that emails must be clearly written, devoid of short-hand and other forms of informalities.

GRADING SYSTEM

The following grading system is used in the Faculty of Arts. Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. An F will be converted to zero.

Grading Scale	
A+	94.9 – 100
A	89.9 – 94.8
A -	84.9 – 89.8
B+	79.9 – 84.8
B	74.9 – 79.8
B-	70.9 – 74.8
C+	66.9 – 70.8
C	62.9 – 66.8
C-	58.9 – 62.8
D+	54.9 – 58.8
D	49.9 – 54.8
F	49.8 and below

COURSE POLICIES AND PROCEDURES:

1. Information on academic misconduct and the consequences thereof

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. “Academic Misconduct” includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the Student Academic Misconduct Policy:

(<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

2. Information on instructor intellectual property

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
 - Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
 - Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

3. Information on the Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

4. Information about Academic Accommodations

Note: It is the student's responsibility to request academic accommodations according to the University policies ([ucalgary.ca/access/accommodations/policy](http://www.ucalgary.ca/access/accommodations/policy)) Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in

relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

5. Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources.

6. Internet and electronic communication device information

The use of cell phones and other electronic is not allowed during lectures. Students may use computers in class, however, the instructor reserves the right to forbid students from using computers if their use is disruptive to the class. This may include chatting online, playing music or games etc. during class.

7. Use of e-mail:

due to a high volume of e-mail messages received on a daily basis, students are advised to meet me either during my office hours or make an appointment with me on matters that require urgent attention. please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into cyberspace. all questions and requests should therefore be made in person, especially if they concern extensions and other urgent matters. i will normally reply emails within 72 hours, during regular business hours.

- Questions and information of general interest will be addressed in class or posted on Desire2Learn.
- Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers.

8. Copyright Legislation:

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORT AND RESOURCES:

For support information not course-specific related information can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>

Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.