
DEST 201 (LEC01)
INTRODUCTION TO GLOBAL DEVELOPMENT STUDIES

GFC Hours 3-0

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COURSE DESCRIPTION

This course is designed to provide students with a strong foundation and understanding of the major theoretical concepts, and methodological debates and approaches that have informed global development thinking, policy, and practice over the past 70 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, injustice, and unsustainable use of resource etc. Students will have the

unique opportunity to critically reflect and analyze how certain parts of the world came to be classified as “underdeveloped” and are in need of “development” solutions. Students are strongly urged to use this opportunity to “think outside the box” and open their minds to the possibility that no single theoretical position has all the answers to today’s development challenges; and thus, there is the need to consider new ways of conceptualizing and addressing developmental problems around the world.

The objective of this course is to provide students with the tools and theoretical foundation 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.

Prerequisite(s): none

LEARNING OUTCOMES:

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

- explain and discuss the basic concepts and theories of development including its changing definitions over the course of the twentieth century to the present.
- critically evaluate 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.
- explain and discuss how individual identities, global processes, and experiences shape societal problems (e.g., poverty; injustice; debt, refugee, immigration, and environmental crises etc.), and create challenges to, and opportunities for development.
- discuss and explain the roles of the different development actors, and the debates about their roles, impact and effectiveness.
- have honed their skills at critical reading, critical thinking, and critical writing on global development issues and debates.

REQUIRED RESOURCES: TEXTBOOKS AND READINGS:

Haslam, P.A., Schafer, J., & Beaudet, P. (Eds.) (2021). *Introduction to International Development: Approaches, Actors and Issues*. 4th Edition. Oxford: Oxford University Press.

The required textbooks are available for purchase at the University Bookstore

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 & WEBSITES

- 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
- Journal of International Development
- Journal of Development Policy Review
- Journal of Economic Development and Cultural Change
- Journal of World Development
- Journal of Studies of Comparative International Development
- The Economist
- Amnesty, *Human Rights Yearbook*
- UNDP, *Human Development Report*
- UNICEF, *State of the World's Children*
- IDS Bulletin
- World Bank/*World Development Report* <https://www.worldbank.org/en/publication/wdr2021>
- 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: <https://odihpn.org/>
- Global affairs, Canada: <https://www.international.gc.ca/gac-amc/index.aspx?lang=eng>
- International Development Association (IDA): <https://ida.worldbank.org/>
- Food Security and Nutrition Network: <https://www.fsnnetwork.org/>
- *New Internationalist* (monthly) and right-leaning *The Economist* (weekly). The *Globe and Mail* (www.theglobeandmail.com) also regularly carries on key development issues and students should make a habit of reading the paper, especially its Saturday edition.
- Other relevant databases & websites by: IDRC, IDS, UNDP, WORLD BANK, IMF, USAID, CIDA etc.

OTHER USEFUL WEBSITES

Please search online (e.g., google) if you find that some of the links have changed or may be broken.

MACRO DATA:

- <http://hdr.undp.org/en> (UNDP Human Development Reports) These are free to download at this website.
- <http://hdr.undp.org/en/reports/global/hdr2007-2008/> (UNDP HDR 2008)
- <http://www.worldbank.org/> (World Bank – can download World Development Report and other data from website; also has a specific link to Africa)
- <http://polisci.wisc.edu/users/Tripp/datasets.htm> (extremely useful link to a massive number of datasets available for research on Africa; from University of Wisconsin at Madison)

DEVELOPMENT:

- <http://www.marxists.org/subject/africa/rodney-walter/how-europe/index.htm> (This website allows you to download all of Walter Rodney's seminal study, *How Europe Underdeveloped Africa* (1973).
- http://en.wikipedia.org/wiki/International_development (Wikipedia article on international development)

ECONOMICS AND GLOBALIZATION:

- <http://exploringafrica.matrix.msu.edu/teachers/curriculum/m9/> (excellent website of a course)

module on African Economies from MSU)

- <http://www.usp.nus.edu.sg/post/africa/akindele1.html> (paper by S.T. Akindele, et al, 'Globalization, Its Implications and Consequences for Africa')
- <http://www.newint.org/issue355/contents.htm> (New Internationalist web link to issue on privatization)
- <http://www.newint.org/issue296/contents.html> (New Internationalist web link to issue on globalization)
- <http://www.unctadxii.org/en> UNCTAD XII website
- California Newsreel: <http://www.newsreel.org/nav/topics.asp?cat=49> lists titles related to globalization
- <http://www.uneca.org/index.htm> UN Economic Commission for Africa
- <http://www.eclac.cl/default.asp?idioma=IN> UN Economic Commission for Latin America and the Caribbean
- <http://www.unescap.org> UN Economic and Social Commission for Asia and the Pacific
- <http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/0,,contentMDK:20040614~menuPK:41699~pagePK:43912~piPK:44037~theSitePK:29708,00.html> World Bank link to the African, Asian, European and Inter-American Multilateral Development Banks

HEALTH:

- <http://www.avert.org/aafrica.htm> <http://www.undp.org/africa/hiv.shtml> (UNDP HIV/AIDS web site)
- <http://www.newint.org/issue346/contents.htm> (New Internationalist link to HIV/AIDS issue)
- <http://www.unicef.org/health> (UNICEF site on health)

FOOD:

- <http://www.fao.org/gIEWS/english/af/index.htm> (Global Information and Early Warning System – on food and agriculture)
- <http://www.fao.org>
- <http://www.newint.org/issues/2007/04/01/> (New Internationalist web link to issue on Cotton)
- <http://www.newint.org/issue363/contents.htm> (New Internationalist link to issue on sugar)
- <http://www.newint.org/issue304/contents.html> (New Internationalist link to issue on cocoa)
- <http://www.newint.org/issue271/contents.html> (New Internationalist link to issue on coffee)

ENVIRONMENT

- http://www.wilsoncenter.org/index.cfm?topic_id=1413&fuseaction=topics.home Woodrow Wilson Center for Scholars program on Environmental Change and Security
- http://www.panda.org/news_facts/newsroom/index.cfm (WWF environment news)
- <http://www.unep.org/publications/> (UNEP publications – some freely downloadable – on a variety of things, including environmental issues in Africa)
- <http://www.globalwitness.org/pages/en/forests.html> (Global Witness on forests)
- <http://www.undp.org/africa/energy.shtml> (UNDP environment/energy website)
- <http://www.newint.org/issue278/contents.html> (New Internationalist web link to issue on Building a Green Economy)
- <http://www.rightsandresources.org> Link to an initiative for forest dwellers/users' rights
- <http://www.earthtrends.org> World Resources Institute website
- <http://www.un.org/esa/sustdev/documents/agenda21/index.htm> Agenda 21
- <http://www.iisd.ca/email/mea-l.htm> Multilateral Earth Agreements (UNEP newsletter)
- <http://www.ecologyaction.ca/>

- <http://www.foei.org> Ecology Action Centre)
- <http://www.greenpeace.org> Friends of the Earth International Greenpeace
- <http://www.ipcc.ch/> Intergovernmental Panel on Climate Change
- <http://www.nrtee-trnee.ca/> National Round Table on the Environment and Economy
- <http://www.un.org/events/wssd/> World Summit on Sustainable Development

GENDER

- <http://unicef.org/> (UNICEF searchable database leads to many downloadable publications)
- <http://www.gwsafrica.org/> (Gender and Women's Studies for Africa's Transformation)
- http://www.uneca.org/eca_programmes/acgd/default.htm (UNECA site on gender and social development including useful publication called GenderNet)
- <http://newint.org/issues/2004/11/01/> (New Internationalist link to issue on Women's

POVERTY:

- <http://www.undp.org/africa/poverty.shtml> (UNDP website on poverty)
- World Bank, *World Development Report* <http://www.odihpn.org/>
- IDS Sussex: <http://www.ids.ac.uk/ids/info/index.html>
- World Bank: <http://worldbank.org/devforum/index.html>

POPULATION:

- <http://www.newint.org/issues/2006/12/01/> (New Internationalist link to issue on Urbanization)
- <http://www.newint.org/issues/2006/05/01/> (New Internationalist link to issue on Two Decades in an African Village)
- <http://www.newint.org/issue379/index.htm> (New Internationalist link to issue on diasporas/migration out of Africa.

REQUIRED TECHNOLOGY AND EQUIPMENT:

To successfully engage in this course, you require access computer with a supported operating system the latest security and malware updates, word processor or other basic software to do some of the assignments and an internet connection to download lectures.

PEDAGOGY:

The pedagogy of the course involves two weekly lectures devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. Relevant internet links to a mix of scholarly and popular websites are provided on D2L and on the course outline. The internet is a powerful multimedia tool, and we should employ it to our advantage – but there remains no substitute for the required reading. The course instructor will make every effort to add on a weekly or bi-weekly questions and answers session, preferably as part of the D2L discussions. At the end of every topic, lecture notes will be posted on D2L.

- **Critical reading toward critical writing**

This site (www.advice.writing.utoronto.ca) is useful piece on critical reading and writing. It is also a useful guide for doing the assigned readings as well your critical review assignment. Please take time to read it.

“Critical writing depends on critical reading. Most of the essays you write will involve reflection on written texts -- the thinking and research that have already been done on your subject. In order to write

your own analysis of this subject, you will need to do careful critical reading of sources and to use them critically to make your own argument. The judgments and interpretations you make of the texts you read are the first steps towards formulating your own approach.

- **Critical reading: what is it?**

To read critically is to make judgments about **how** a text is argued. This is a highly reflective skill requiring you to “stand back” and gain some distance from the text you are reading. (You might have to read a text through once to get a basic grasp of content before you launch into an intensive critical reading.) THE KEY IS THIS:

- don't read looking only or primarily for **information**
- do read looking for **ways of thinking** about the subject matter

When you are reading, highlighting, or taking notes, avoid extracting and compiling lists of evidence, lists of facts and examples. Avoid approaching a text by asking “What information can I get out of it?” Rather ask “How does this text work? How is it argued? How is the evidence (the facts, examples, etc.) used and interpreted? How does the text reach its conclusions?”

How do i read looking for ways of thinking?

1. First determine the **central claims** or **purpose** of the text (its thesis). A critical reading attempts to identify and assess how these central claims are developed or argued.
2. Begin to make some judgments about **context**. What audience is the text written for? Who is it in dialogue with? (This will probably be other scholars or authors with differing viewpoints.) In what historical context is it written? All these matters of context can contribute to your assessment of what is going on in a text.
3. Distinguish the **kinds of reasoning** the text employs. What concepts are defined and used? Does the text appeal to a theory or theories? Is any specific methodology laid out? If there is an appeal to a particular concept, theory, or method, how is that concept, theory, or method then used to organize and interpret the data? You might also examine how the text is organized: how has the author analyzed (broken down) the material? Be aware that different disciplines (i.e., history, sociology, philosophy, biology) will have different ways of arguing
4. Examine the **evidence** (the supporting facts, examples, etc) the text employs. Supporting evidence is indispensable to an argument. Having worked through Steps 1-3, you are now in a position to grasp how the evidence is used to develop the argument and its controlling claims and concepts. Steps 1-3 allow you to see evidence in its context. Consider the kinds of evidence that are used. What counts as evidence in this argument? Is the evidence statistical? literary? historical? etc. From what sources is the evidence taken? Are these sources primary or secondary?
5. Critical reading may involve **evaluation**. Your reading of a text is already critical if it accounts for and makes a series of judgments about how a text is argued. However, some essays may also require you to assess the strengths and weaknesses of an argument. If the argument is strong, why? Could it be better or differently supported? Are there gaps, leaps, or inconsistencies in the argument? Is the method of analysis problematic? Could the evidence be interpreted differently? Are the conclusions warranted by the evidence presented? What are the unargued assumptions? Are they problematic? What might an opposing argument be?

Some practical tips:

1. Critical reading occurs after some preliminary processes of reading. Begin by skimming research materials, especially introductions and conclusions, in order to strategically choose where to focus your critical efforts.
2. When highlighting a text or taking notes from it, teach yourself to highlight argument: those places in a text where an author explains her analytical moves, the concepts she uses, how she uses them, how she arrives at conclusions. Don't let yourself foreground and isolate facts and examples, no matter how interesting they may be. First, look for the large patterns that give purpose, order, and meaning to those examples. The opening sentences of paragraphs can be important to this task.
3. When you begin to think about how you might use a portion of a text in the argument you are forging in your own paper, try to remain aware of how this portion fits into the whole argument from which it is taken. Paying attention to context is a fundamental critical move.
4. When you quote directly from a source, use the quotation critically. This means that you should not substitute the quotation for your own articulation of a point. Rather, introduce the quotation by laying out the judgments you are making about it, and the reasons why you are using it. Often a quotation is followed by some further analysis.
5. Critical reading skills are also critical listening skills. In your lectures, listen not only for information but also for ways of thinking. Your instructor will often explicate, and model ways of thinking appropriate to a discipline.

COURSE REQUIREMENTS AND ASSESSMENT

Critical Review Chapter	20%	Due Oct. 6, 2022, via Dropbox
Mid-Term Exam	40%	Oct. 27, 2022
Final Exam	40%	To be scheduled by the Registrar

Note:

- All assignments/component must be completed in order to pass the course, but you do not need to pass each component of the course to earn a passing grade in the class
- Please note that there is no extra credit or 'make up' work is available in this course
- All written assignments except multiple choice questions will be assessed in part based on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity.
- Both midterm and final exams have a mixed format – a combination of multiple choice, short-answer and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons. Missed exams may consist exclusively of long-answer questions.
- Except missed final exams which are scheduled by the registrar's office, all other missed exams will be rescheduled within two weeks on a date chosen by the instructor
- It is the student's responsibility to keep a copy of each assignment (e.g., **the Chapter Review assignment**) submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course.

ASSIGNMENTS AND EVALUATION GUIDELINES

CRITICAL REVIEW ASSIGNMENT (worth 20% of your grade; due Oct 6, 2022, by 4:30pm, to be submitted via Dropbox on D2L).

The two-page critical review assignment is on **chapter 22, "Conflict and Development"**, of the textbook: Haslam, P.A., Schafer, J., & Beaudet P. (Eds.) (2021). *Introduction to International Development: Approaches, Actors and Issues*. 4th Edition. Oxford: Oxford University Press.

Format of Critical Review assignment.

The paper must:

- have a title page, which includes the following information: *title of paper, course code, instructor's name, student ID, and date of submission*.
- not be more than **2 pages (doubled-spaced in 12-point font in Times New Roman)** excluding list of references -bibliography and appendixes are not included in the length restrictions. **All pages should be numbered.** Students are urged to stay within the maximum page length or risk a penalty of loss of grade (e.g., A- to B+) or two (2) points, depending on the number of pages over the maximum limit required.
- have page margins of 1 inch (2.5 cm) wide
- include a minimum of 3-4 properly cited scholarly peer-reviewed references, in addition to the text used for the assignment.
- use APA citation format for both in-text citation and final list of references (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>

Book referencing example:

- Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.

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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>

Evaluation of your Critical Review Assignment

Your review will be based on *Well-informed review or discussion*. This means that you have make sure that your arguments are coherent and that there is clear and logical progression of ideas and thoughts throughout the paper. Pay particular attention to the following:

- Clarity of expression and correct use of grammar (quality of grammar).
- A critical analysis, as opposed to descriptive analysis.
- Understanding and applying information gained of lectures, required readings, and other relevant literature.
- Well-formatted in-text citations and final list of references. Note that all direct quotes and statistics must include page numbers. Substantial marks will be taken off for improper in-text-citation and bibliographical formatting. For guidance on proper bibliographic format, visit the University of Calgary library website on the topic. Please contact me when you are unsure what is the proper citation to use.

Guidelines for the review assignment:

REVIEW ASSIGNMENT: Chapter 22 (*Conflict and Development*) of the Textbook:

Haslam, P.A., Schafer, J., & Beaudet P. (Eds.) (2021). *Introduction to International Development: Approaches, Actors and Issues*. 4th Edition. Oxford: Oxford University Press.

A review or critique requires you to provide both a summary and a critical evaluation of another writer's work. Understanding the main points and arguments of the paper is essential for an accurate summation. Logical and critical evaluation of the article's main theme, supporting arguments, and implications for further research is an important element of a review. Here are a few guidelines for writing a critical review paper.

- Introduce the title of the paper and name(s) of the author(s).
- Summarize the article by focusing on its main points: claim(s), goal(s), method(s) and finding(s). This summary portion is very important for your critique. You must make the author's argument clear in the summary section for your evaluation to make sense.
- Demonstrate how the article supports or refutes its claims.
- Indicate the main position or claim that your review will make in response to the article.
- Try to develop your critique in relation to the main claims in the book/article and offer a thoughtful and well-supported proof of your claims(s).
- Point out the value and limitation of the paper being reviewed and propose further directions -- Discuss the positive aspects of the paper or what the author does well, and then point out his/her shortcomings.
- Identify contradictions, gaps, and inconsistencies in the text.
- Determine if there is enough data or research included in the article to support the author's claims.

- Find any unanswered questions left in the article.
- Conclude with a summary of your key arguments.

Mid-Term Exam (worth 40% of your grade)

Format and structure:

The midterm exam is closed-book consist of a combination of multiple-choice, short-answer and long-answer questions designed to test your grasp of the material covered in the lectures, by guest speakers and from the course readings and videos covered in the class up to the date of the exam. This means that you will be expected to have read all the required readings on all 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 the lectures and course material on regular basis. We will do a review of the course materials before the exam to familiarize you with the kind of questions you can expect on the exam. As a closed-book in-person exam, no other materials or devices are allowed, except your pens, pencils, and erasers. This means you cannot consult your notes, the textbook, D2L, google/any internet browser while completing the tests. To do otherwise will constitute academic dishonesty, which comes with serious consequences.

FINAL EXAM (worth 40% of your grade)

Format and structure of final exams

The final exam follows the same format and structure as the midterm (mixed format: a combination of multiple-choice, short-answer and long-answer questions). Like the midterm, it is also a closed-book in-person exam, which means only pens, pencils and erasers are allowed (no other materials or devices are allowed). Also, as a closed-book in-person exam, you cannot consult your notes, the textbook and google/any internet browser. We will do review of the course materials before the exam to familiarise you with the kind of questions to expect. The final exam is not cumulative but still need to remember the basic principles covered in the first part of the course. All deferred final exams are scheduled by the Registrar's office and may consist exclusively of long-answer questions.

POLICY ON MISSED EXAMS/ASSIGNMENTS & LATE SUBMISSIONS:

Assignments submitted after the deadline may be penalized with loss of a grade (e.g., A- to B+) or loss of 10% of the total points for each day late the item is late. Extensions will only be granted under extraordinary circumstances, not including having too much other work to do. **A request for extension form** is posted on D2L. This form should be filled out and submitted to me at least two weeks before the due date for the submission of the assignment.

It is your duty to contact the instructor with legitimate reasons/excuses via email within **48-hour** period when you missed an exam/test to ask for a makeup test/exam. If your reasons are accepted, you must be prepared to write the exam within two weeks. Note that missed examinations/tests cannot be made up without the approval of the instructor. It is at the instructor's discretion if they will allow a make-up exam. Once approved by the instructor a makeup test/exam must be written within **two weeks** of the missed test/exam on a date (day/time) scheduled or chosen by the instructor. Students who do not schedule a makeup test/exam with the instructor within this **48-hour period** forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam.

Note that although you are not required to provide specific supporting documentation, such as a medical notes, students may provide supporting evidence that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Falsification of

any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Deferral of the registrar-scheduled final exam requires Registrar approval
<https://www.ucalgary.ca/registrar/exams/deferred-final-exams>

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

COURSE POLICIES

- **Accessibility:** Lecture notes in form of PowerPoint will be made available to students after each lecture via d2l.
- **Posting of Grades and Picking-up of Assignments**
- Graded assignments will made available electronically through the course’s D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology’s main office. Students who may wish to go over their graded exam are welcome to do so during my office or TA’s office hours as well as by appointment.
- **Grade problems or dispute:** With regards to grade problems or dispute, please do note that I will not discuss such issues during class time. You are encouraged to see me by appointment or use the office hours on such issue. Before coming to see me about a grade dispute or problem, you must indicate in writing where and why you believe your work should get a higher or lower grade. *Your written submission on a grade dispute or problem should be between 250 words (minimum) and 500 words (maximum).*
- Please be respectful of other students in the classroom environment and also avoid working on things unrelated to the class during class time. Refrain from text messaging, surfing the Internet or social networking sites, talking on your cell phone. **I reserve the right to deduct 5 points from your grade for every instance of disruptive behavior exhibited by you in class. You may also be asked to leave the class, if disruptive behavior continues.**
- It is your responsibility to come to class and on time to be able to fully understand the materials covered. If you cannot attend class, I strongly encourage you to get the notes from a classmate. **Please do not ask me to provide you with class notes. I**
- **t is equally responsibility to know the due dates for assignments and exams indicated on the outline.**

- If you come in late or leave during class time, please sit near a door and be respectful of other students. **If tardiness, early exit, and other disruptive behaviors during class become a problem, you may be asked to withdraw from the course.**
- **communication policies:** All course related communication via email or other methods with peers and instructor should be formal. This means that emails must be clearly written, devoid of shorthand and other forms of informalities
- **Use of Email:** Due to a high volume of e-mail messages received daily, students are advised to meet me via zoom 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. I will normally reply to 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.
- **Statement on class conduct:** The University of Calgary Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to: promote equity and fairness, respect and value diversity, prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.
- **Plagiarism:** The University defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This can include:
 - reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source.
 - submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else.
 - using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment.
 - using another’s data or research findings.
 - failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks.
 - handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."
 - Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course or suspension from the university.
- **Course sharing websites and copyright**
 - Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).
 - Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

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

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials

may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

The class schedule is subject to changes and revisions

Schedule/Dates	Topic, Activity/Issues, Readings and other important dates
Wk 1: Sept 6 & 8	<p>Topic: Nature and Scope of Development/Underdevelopment.</p> <p>Issues to be covered:</p> <ul style="list-style-type: none"> • Introduction & overview of course material including norms of collaboration and expectations • Meanings and measurements of global development and their implications <p>Required Readings: Haslam et al, Chapters 1 & 30 (textbook)</p> <p>Optional/Recommended:</p> <ul style="list-style-type: none"> • Desai and Potter, <i>Companion</i>, 1.1, 1.15, 3.3 • Sen, Amartya (1999). <i>Development as Freedom</i>, New York: Anchor Books, esp. chaps. 1-3 • http://www.idrc.ca/en/ev-114151-201-1-DO_TOPIC.html Link to IDRC web page -that provides a discussion on different topics on Global Development. • http://www.irinnews.org/Theme.aspx?theme=EDU Link to IRIN web page on different topics on • https://sustainabledevelopment.un.org/sdgs Link to Sustainable Development Goals
Wk2: Sept. 13 &15	<p>Topic: Nature and Scope of Development/Underdevelopment (cont.)</p> <p>Issues:</p> <ul style="list-style-type: none"> • Meanings and measurements of development and their implications • History of development --the rise of imperialism and colonialism. • Ethics of development <p>Readings: Haslam et al, Chapters 2, 3 & 4 (textbook)</p> <p>Optional/Recommended:</p> <ul style="list-style-type: none"> • Birdsall, Nancy (2008). "Income distribution: Effects on growth and development", in A. K. Dutt and J. Ros, <i>International Handbook of Development Economics</i>, Vol. 2, Edward Elgar. (R) • http://www.globalissues.org/article/239/sugar Link to Global Issues web page on the history of the sugar industry • http://www.irinnews.org/Theme.aspx?theme=ECO Link to IRIN web page on the economics of development • http://www.irinnews.org/Theme.aspx?theme=PEA Link to IRIN web page on conflict • Desai and Potter, <i>Companion</i>, 1.1, 1.15, 3.3
R Sep 15	Last day to drop a class without financial penalty

F Sep 16	Last day to add or swap a course
Wk3: Sept.20 & 22	<p>Topic: Understanding & Measuring Poverty and Development.</p> <p>Issues:</p> <ul style="list-style-type: none"> • The meanings and measurements of poverty --From basic needs to the MDGs and now SDGs • Poverty, food, and human development • Causes and impact of poverty • The Intersectionalities of poverty (gender, race, status etc.) <p>Required Readings: Haslam et al, chapters 26 & 27 (textbook).</p> <p>Optional/Recommended:</p> <ul style="list-style-type: none"> • Squire, Lyn (2008). "Measuring progress in reducing poverty", in A. K. Dutt and J. Ros, International Handbook of Development Economics, Vol. 2, Edward Elgar. (R) • http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda.html Link to Sustainable Development Goals • http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals.html Link to Millennium Development Goals • http://www.globalissues.org/issue/2/causes-of-poverty Link to Global Issues web page on poverty
F Sep 23	Fee payment deadline for Fall Term full and half courses.
Wk4: Sept 27 &29	<p>Topic: Theories and Approaches to Development.</p> <p>Issues:</p> <ul style="list-style-type: none"> • Development theory in historical retrospective • Major schools of thought in development studies: classical and radical paradigms • Development theory in the era of globalization: the renewal of discourses <p>Required Readings: Haslam et al, chapter 3 & 4 (textbook).</p> <p>Recommended:</p> <ul style="list-style-type: none"> • Desai and Potter, <i>Companion</i>, 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.4 • http://www.globalissues.org/issue/198/human-population Link to Global Issues web page on population
F Sep 30	University Closed National Day for Truth and Reconciliation
Wk5: Oct. 4 & 6	<p>Topic:Theories and Approaches to Development (cont.).</p> <p>Required Readings: Haslam et al, chapter 3 & 4 (textbook) cont.</p>

	Oct. 6: Critical Review Paper Due: submit via Dropbox
M Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
Wk6: Oct. 11 & 13	<p>Topic: The End of Development: Post-Dev't and Anti-Dev't Ideas.</p> <p>Required Readings: Haslam et al, chapters 5 & 7 (textbook).</p>
Wk7: Oct. 18 & 20	<p>Topic: The Dynamics of Sustainable Dev't & Alternative Dev't (Issues of appropriate technology, Free Trade, Fair Trade, etc.).</p> <p>Required Readings: Haslam et al, chapter 16 & 18 (textbook).</p> <p>Movie: 'Small is working Technology for Poverty Reduction' Dr E. F. Schumacher (to be followed with discussion).</p> <ul style="list-style-type: none"> • Issues: Explore the use and application of low-cost, small-scale technologies in developing countries. Touches on the core values of development. <p>Link: http://www.unesco.org/archives/multimedia/document-562</p>
Wk8: Oct. 25 & 27	<ul style="list-style-type: none"> • Oct. 25: Overview Of Course material covered, in preparation for midterm exam. • Oct. 27: Midterm Exam; In-Class Closed-Book Exam.
Wk9: Nov. 1 & 3	<p>Topic: Gender, Environment and Development.</p> <p>Required Readings: Haslam et al, Chapters 6 & 18 (textbook).</p> <p>Recommended:</p> <ul style="list-style-type: none"> • Desai and Potter, <i>Companion</i>, 6.2, 6.3, 6.6, 6.7, 6.10 • Roberts, J Timmons and Parks, Bradley C. (2007). <i>A Climate of Injustice. Global Inequality, North-South Politics and Climate Policy</i>, Cambridge, Mass: MIT Press, esp. chapters 3, 4, 5. • http://www.irinnews.org/Theme.aspx?theme=ENV Link to IRIN web page on the environment • http://www.globalissues.org/issue/235/consumption-and-consumerism Link to Global Issues web page on consumption and consumerism
Wk10: Nov 6-12	Term Break No Classes
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.

<p>Wk11: Nov. 15 & 17</p>	<p>Topic: Gender, Development and Environment (cont.)</p> <p>Required Readings: Haslam et al, Chapters 6 &18 (textbook).</p> <ul style="list-style-type: none"> • Movie titled: <i>Who's Counting? Marilyn Waring on Sex Lies and Global Economics'</i>, Marilyn Waring <ul style="list-style-type: none"> • Issues covered in movie: Marilyn Waring in her thought-provoking documentary demystifies the language of economics by defining it as a value system in which all goods and activities are related only to their monetary value. She discusses the often-neglected important role of the informal sector and particularly women in development. • Link to movie: https://www.youtube.com/watch?v=WS2nkr9q0VU&list=ULPBFzPIm3xPU&index=249
<p>Wk12: Nov. 22 & 24</p>	<p>Topic: Development Actors, Agencies, Globalization and Development.</p> <p>Required Readings: Haslam et al, chapters 8 to 13, & 29 (textbook).</p> <p>Optional/Recommended:</p> <ul style="list-style-type: none"> • Sachs, Jeffrey D. (2005). <i>The end of poverty. Economic possibilities for our time</i>, New York, The Penguin Press, 2005, chap. 11, 13. • Collier, Paul (2007). <i>The bottom billion. Why the poorest countries are failing and what can be done about it</i>, Oxford and New York: Oxford University Press, chaps. 2, 3. <p>Issues:</p> <ul style="list-style-type: none"> • From state-to-state 'bilateral' assistance to actors such IFIs, the United Nations and other multilateral actors, MNCs, and civil society • Debt and development <p>Movie titled: <i>Life and Debt</i>, by Stephanie Black.</p> <ul style="list-style-type: none"> • Using Jamaica as a case study, this classic movie examines the impact of the International Monetary Fund's global economic policies on a developing nation's economy.
<p>Wk13: Nov. 29 & Dec 1</p>	<p>Topic: Health and Development</p> <p>Required Readings: Haslam et al, chapter 21 (textbook).</p> <p>Topic: Technology & Development, and Culture and Development</p> <p>Required Readings: Haslam et al, chapter 25 (textbook).</p> <p>Recommended:</p> <ul style="list-style-type: none"> • Pack, Howard (2008). "Technical choice and technological change in development", in A. K. Dutt and J. Ros, <i>International Handbook of Development Economics</i>, Vol. 1, Edward Elgar. (R) • Chang, Ha-Joon (2008). <i>The Bad Samaritans</i>, Chap. 6. (R)

Wk 14: Dec 6	Wrap up of course: review of course & Review of course material for final exam
W Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 10-21	Fall Final Exam Period