UNIVERSITY OF CALGARY

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DEST 201 (LEC01)
Introduction to Global Development Studies
GFC Hours 3-0
Spring 2023

Instructor:	Chelsea Rozanski	**Lecture Location:**	HNSC 122 Hunter Commons
Email:	chelsea.rozanski@ucalgary.ca	**Lecture Days/Time:**	Tues/Thurs
Office:	BI 588, CIH Seminar Room		12:00-2:45 PM
Office Hours:	By Appointment Only		

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Prerequisite(s): None

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 and practical approaches to development have emerged and their current implications for both "developed" and "developing" countries. A critical attitude will be encouraged through review of diverse views on sustainable development, but especially encouraging a reflective, learning approach to development practice. An emphasis will be on bringing the perspective of development work into the classroom, through the instructor's experiences and the inputs of numerous guest speakers. Drawing on national and international case studies and community spotlights, 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, exclusion, injustice and unsustainable use of resources. 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" 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.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. Upon completion of this course, students should be able to:

>> Explain and 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.

>> Demonstrate a critical understanding of how individual identities, global processes, and experiences shape the social, political, cultural, economic, and environmental dynamics of development in several countries.

>> Understand and discuss the process of development in terms of participation, governance, goal-setting, policies, programs, and projects, as well as the roles and impacts of different actors.

>> Have honed their skills at critical reading, thinking, verbally articulating, and writing on global development issues and debates.

REQUIRED READINGS:

Readings are listed in the order in which they are assigned. They will include book chapters, journal articles, interviews, reports, and news stories. The Taylor Family Digital Library may have limited hard copies. You can also find them for purchase online. Links to PDFs will be provided on D2L, as well as a full list of recommended readings and websites to enrich student learning. A list of textbooks used by previous instructors of this course is also included on D2L. Please note that the below list does not include required readings TBD by our guest speakers; please keep an eye out for those!

>> Bilgen, A., Nasir, A., & Schöneberg, J. (2021) Why positionalities matter: reflections on power, hierarchy, and knowledges in "development" research. *Canadian Journal of Development Studies/ Revue canadienne d'études du développement, 42*(4), 519-536.

>> Cools, C. (2020). *Water Quality and Sustainability Assessment of Rural Water Systems in the Comarca Ngäbe-Buglé, Panama*. ProQuest Dissertations Publishing. (Chs. 1-2: pg. 1-12)

>> Manikutty, S. (2006). An Interview with Vandana Shiva. *Vikalpa, 31*(2), 89–98.

>> Escobar, A. (1992). Imagining a Post-Development Era? Critical Thought, Development and Social Movements. *SocialText, 31/32*, 20–56.

>> Ese'Eja Nation, Martínez, R. & Cox, J. (2017)*. Ancestral Lands Of The Ese'Eja: The True People*. Amazon Center for Environmental Education and Research (ACEER). (Three Worlds: pg. 19-110)

>> McEwan, C. (2018). *Postcolonialism, Decoloniality and Development* (2nd ed.). Routledge. (Conclusion: pg. 399-424)

REQUIRED TECHNOLOGY and EQUIPMENT:
In order to successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the following technology:

>> A computer with a supported operating system and broadband internet connection to access D2L.
>> A current and updated web browser and word processor (e.g. Word).
>> A camera (phone camera is fine) for a photo essay assignment.

COURSE REQUIREMENTS AND ASSESSMENT

>> 15% Participation (#1)
>> 15% Field Notes (#2)
>> 15% Choice: Film Critique or Photo Essay (#3)
>> 25% Research Project (#4)
>> 30% Final Reflection Paper (#5)
>> Experiential Extra Credit

1- Participation: (Multiple Dates) 15%

To encourage attendance, student voice, and active learning, a total of 5 participation activities will be held throughout the semester, each worth 3%. These activating strategies (i.e. spiral discussions, musical interviews, fishbowls, etc.) will tie into course material, including lectures, readings, and videos. Students should be aware that regular absences will affect their grades; participation activities **will not** be allowed to be made up, regardless of the reason for being absent.

2- Field Notes: (Multiple Dates) 15%

Weekly "Field Notes" promote student preparedness and a critical engagement with course material. A total of 5 in-class mini assignments will be held throughout the semester, each worth 3%. These will be based on the required readings and videos assigned for that week. During class, you will be handed an index card and provided a prompt on the front screen. You will be given 10-15 minutes to complete the prompt–or scribe your "field notes"–using the front and back of the card. Be sure to include your Last Name, First Name, and UCID at the top–in that order–to earn credit. Cards will be collected after 15 minutes. Those who require additional time on this task–as stated on an official SAS Letter–can hand in their cards at the end of class. If you miss class due to illness or extenuating circumstances, check D2L for the day's lecture slides to see if there was a Field Notes prompt. If so, send your response via email **within 24 hours** (by 2:45 PM the following day) to earn credit. Responses received after 24 hours will not be accepted.

3- Choice: Film Critique or Food Photo Essay: (May 16) 15%

For this assignment, you will have a choice between two assessments. You cannot complete both for extra credit. Detailed rubrics and [student approved] exemplar submissions are on D2L under Content. Upload to a D2L Dropbox by 11:59 PM on Tuesday, May 16th.

a) Film Critique: We will see a number of films and short videos in class, as they are a valuable visual resource for learning about development around the world. You will choose a film from an approved list on D2L and watch it outside of class. You will then write a 500-750 word paper critiquing the film.

b) Food Photo Essay: Foodways are an integral part of human existence, as well as extractive development industries. First you will choose a crop or animal product from a list on the rubric, trace it to a major producing country, and find a culinary dish specific to a region or ethnic group from that country. Using (low-cost) ingredients that can be found in most grocery stores, you will bring the dish to life in your personal kitchen. Taking photos of this whole process (with a phone or other camera) you will compile a photo essay along with a 300-500 word analysis of the historical, cultural, and economic significance of the dish and the key crop or animal product.

4-Research Project: (June 6 & 8) 25%

During the first week of class, you will choose any country in the world and a development theme of interest to you (i.e. coal mining, logging, education, waste treatment, agribusiness, fashion industry, solar energy, etc.). Outside of class, you will conduct research on the development approaches, stakeholders, governance and policy frameworks, funding, 'recipients', monitoring and evaluation strategies of 1) a grassroot collective, 2) a regional and/or national organization, and 3) international bodies or NGOs working in this country and sector. What are the contradictions and collaborations between these various levels and actors? From your research, you will create an annotated bibliography of 10 sources (150-250 words for each annotation or ~one paragraph with APA referencing) and a 10-15 minute oral presentation. Presentations will take place in class on June 6th and 8th starting promptly at 12:00 PM. Detailed instructions and a rubric are provided on D2L and will be discussed in class.

5- Final Reflection Paper: (June 15) 30%

In lieu of a final examination, you will create a 5-7 page written manifesto capturing your learnings from the course. This assignment is an academically supported declaration of intentions, motives, or ideas for change, critically analyzing and incorporating information from at least 10 of the 15 total classes. The project will be graded based on content (thesis and choice of detailed examples), quality of presentation (clarity and organization), creativity and reflexivity, and accurate APA referencing. Detailed instructions and a rubric are on D2L and will be discussed in class. Upload your paper to a D2L Dropbox by 11:59 PM, Thursday, June 15.

Extra Credit- "Exploring Calgary through the Lens of Development": (June 15)

To get outside the classroom and engage with the Calgary community, students will have the option to attend and write about up to 2 activities (i.e. event, public talk, conference, protest, volunteer day, etc.) around a current development issue or proposed project. Based on the experience, you will write a 300-500 word reflection paper. A rubric is on D2L. Papers will be graded on a scale of 0, 0.5, or 1 point. You can earn up to 2 points, which would be added to your Research Project score. This is an experiential assessment, not formative, and therefore feedback will not be provided. Classmates may attend events together, but each person must write their own distinct reflection. If you are unsure an event will qualify for credit, consult with me ahead of time. Students may submit extra credit to the D2L Dropbox at any point during the term; all submissions must be uploaded by 11:59 PM, Thursday, June 15.

>> There is no final examination for this course.
>> You do not need to pass each course component to earn a passing grade in the class.
>> Beyond the extra credit assignment provided, there will be no further extra credit available.
>> **Without prior approval, late assignments will be penalized by 5% per day, including weekends.**
>> If a student misses an assignment due to illness or an extenuating circumstance, extension requests will be made on a case-by-case basis.

MISSED EXAMS OR ASSESSMENTS

Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide supporting documentation. 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.

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:
Each item of coursework will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

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%

Land Acknowledgement
The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.

Acknowledgment and Respect for Diversity
The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

COURSE POLICIES & ADDITIONAL INFORMATION

Course Format:
The course follows an interactive-discussion style format accompanied by the occasional film or video, as well as required readings. Lectures will not cover all the material in the required readings but will elaborate on selected topics to provide a deeper understanding of the material. Students will also have the opportunity to learn from guest speakers in the field of global development studies.

Statement of Class Conduct & Inclusivity:
Students should be aware of the diverse nature of society, and be respectful of different ways that others may have in their participation. This course emphasizes cross-cultural learning and listening. All interventions during lectures should be respectful, polite, and humble, while open and frank. 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. I ask that you keep your cell phone on a mute or vibrate setting during class. Laptops and tablets should be used only for taking notes.

Accessibility & The Desire to Learn (D2L):
All course materials and information, as well as unofficial grades, will be posted on D2L in a timely manner. This will include PowerPoint lecture slides (without voice recordings), rubrics for all assignments, required and recommended reading lists, and a films list. I may use the News and Discussion Thread channels to communicate opportunities for participation, and will send essential information via Class Email.

Email Policy:
Please use your UofC email address in all communications. Most of the time, you can expect a reply to an email within 48 hours. Email communications should always be in a professional manner using your first and last name. Do not hesitate to send an email or talk with me before or after class; your communication is important to me.

Expectations for Writing:
All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. In written work presented in this class, the accepted method for referencing the work of others will be APA. For guidelines refer to: https://ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/9/apa-6th-ed-documenting-sources-lib-update-aug-2019.pdf If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

Students as Parents:
If you are a student who is pregnant, lactating, or parenting a child, there are various resources on campus to support you. They include the Student Wellness Centre, Women's Resource Centre, and University Child Care Centre. You are welcome to bring your child to class as needed. The Hunter Commons has an accessible washroom with a changing table close to our classroom (122).

Course Evaluations:
Formal student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) evaluation form, now accessed online. Informal evaluations will be included throughout the term to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

Student Leaders for Peer Support:
Do you enjoy taking thorough notes? Do you want to support your peers who missed class due to illness or other circumstances? In this course, you will have the opportunity to grow your resume and leadership skills as a Student Leader for Peer Support. Voluntarily taking on this role will not affect your grade. As a SLPS, you would upload the notes you took during class to a monitored D2L Discussion Thread. This can be after each class or on a weekly basis throughout the entirety of the term.

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.

ACADEMIC 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 Anthropology 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
>> Graduate Students' Association (GSA) Information
>> Emergency Evacuation/Assembly Points
>> Safewalk

TENTATIVE CLASS SCHEDULE

Please note that the schedule below is tentative. Some topics will require more attention than others, and we will take more time with them. Any changes will be announced in class.

DATE	TOPICS	READINGS DUE	ASSIGNMENT DUE
WEEK ONE: The Nature and Scope of Development			
R May 4	Intro to the course & one another; shared expectations; Instructor's Photo Essay of Global Development	Course Outline, Be familiarized with D2L	*Field Notes #1*
	Film: Shoolingin-Jordan, N. (Director) 2020. *Humans* & practice critique		
WEEK TWO: Dominant Theories of and Approaches to Development			
T May 9	History & Ethics of Dev't; Measuring Poverty & Understanding Dev't	*Why Positionalities Matter*	*Participation #1: Musical Interviews*
	Positionality & Reflexivity in Dev't		
R May 11	Defining Poverty; Actors, Agencies & Globalization	*Water Quality and Sustainability Assessment*	*Field Notes #2*
	Community Spotlight & Storytelling: Ngäbe of Panama		
WEEK THREE: Dynamics of Poverty Alleviation and Economic Development			
T May 16	**Guest Speaker: Gertrude Korkor Samar (Ghana)**	*Reading TBD by Gertrude*	**Film Critique or Food Photo Essay** (11:59 PM)
	Dev't Theories, Key Social Scientists & Major Schools		*Field Notes #3*
R May 18	**Visiting Elder: Sara Rodriguez Huenchullan (Chile)**	*An Interview with Vandana Shiva*	*Participation #2: Spiral Discussions*
	Neoliberalism, Civil Society & the Private Sector		
WEEK FOUR: Looking Beyond 'Development'			
T May 23	**Guest Speaker: Galina Belolyubskaya (Siberia)**	*Reading TBD by Galina*	*Field Notes #4*

	Urban-Rural Dev't; Technology Pair work for Dev't Sector Debate		
R May 25	Post-Dev't, Anti-Dev't, Alternative Dev't & Sustainable Dev't (SDGs)	*Imagining a Post-Dev't Era?*	*Participation #3: Dev't Sector Debate*
	Storytelling: Wildlife & Agriculture Pair Development Sector Debate		
WEEK FIVE: Intersectionality & Community Engaged Research			
T May 30	**Guest Speaker: Karla Oliveira (Brazil)**	*Reading TBD by Karla*	*Field Notes #5*
	Gender & Inclusion; Education, Health & Housing (Storytelling: VCI & HFH)		
R June 1	Community Spotlight & Storytelling: Ese'Eja Nation of Peru	*Ancestral Lands of the Ese'Eja (Three Worlds)*	*Participation #4: SWOT & Mapping at the UofC*
	Participation, Empowerment & Sovereignty; Environ. Sustainability; Grassroots Movements		
WEEK SIX: Development in Practice Around the World			
T June 6	Research Project Presentations	Self-directed research readings	**In-class Presentation** *Peer Feedback & Self-evaluations*
	Group work: Complete Learning Worksheets for Final Papers		
R June 8	Research Project Presentations	Self-directed research readings	**In-class Presentation** *Peer Feedback & Self-evaluations*
	Jeopardy Review for Final Papers Catch up on surplus lectures		
WEEK SEVEN: How to be a Critical Researcher & Development Practitioner			
T June 13	**Undergraduate Student Panel: Maddy, Rodrigo & Kayleigh**	*Postcolonialism, Decoloniality & Development* (Conclusion)	
	Make up presentations; Film: Sadler, T. (Director) 2021. *The Last Tourist*		
R June 15 **Last Day of Class!**	Anonymous feedback & USRI		**Extra Credit** (11:59 PM) *Participation #5: Circle*
	Reflection Circle		

EXAM WEEK:			
R June 15	N/A	N/A	**Final Paper** (11:59 PM)

IMPORTANT DATES (Spring 2023)

https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#spring2018

>> May 1: Start of Term
>> May 3: First day of Spring Term lectures
>> May 4: **First Day of DEST 201**
>> May 9: **Last day to drop a class without financial penalty**. There will be no academic record of a course that's dropped by this date and tuition will be refunded.
>> May 9: Last day to add or swap a course
>> May 12: Fee payment deadline for Spring Term full and half courses
>> May 22: Victoria Day. University Closed. No classes (does not affect DEST 201 course schedule)
>> May 29 - June 2: Spring Convocation
>> June 15: Spring Term Lectures End. Last Day of DEST 201. **Last day to withdraw with permission from Spring Term courses.** There will be a "W" recorded for the course and tuition will not be refunded.
>> June 19-21: Spring Final Exam Period
>> June 23: End of Term. All assignments that have been extended (with instructor approval) need to be submitted by this date at 11:59 PM.