

UNIVERSITY OF CALGARY  
DEPARTMENT OF ANTHROPOLOGY  
DEVELOPMENT STUDIES (DEST) 393 .1  
THEORY AND APPLICATION OF DEVELOPMENT  
FALL 2016

INSTRUCTOR: Dr. Adolfo E. Peters  
OFFICE: TBA  
E-MAIL: aepeters@ucalgary.ca  
CLASS TIME: Tuesday & Thursday 11:00am -12:15 pm (No class on Nov 10: mid-term brake)  
CLASSROOM: TRB 101  
OFFICE HOURS: Thursday after class (By appointment only)  
T.A: Ns. Kim  
OFFICE: TBA  
OFFICE HOURS: TBA

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#### ADDITIONAL INFORMATION

Please e-mail the instructor for administrative concerns only. Substantive issues should be addressed in person, either in class, office hours, or making an appointment with the Instructor. Therefore, do not expect the Instructor to respond to e-mails unless there is a matter of urgency.

Be sure to log on D2L at least twice a week to check for messages and course documents.

#### COURSE DESCRIPTION AND OBJECTIVES:

This more advanced course builds on the different theories of and approaches to development revised in the introductory course to Development Studies (DEST 201). In this course we will:

- review the different basic frameworks and core notions of development as debate, with an interdisciplinary focus,
- ./ explore the different ethical and normative challenges to the conventional top-down development interventions, and the emergence and application of development models such as rights-based development, and people-centered or participatory development,
- ./ introduce important theoretical debates on development as it relates to human development, human rights and social justice,
- ./ review the Expectations and Reality of the MDGs and the Post-2015 Development Agenda and the SDGs
- ./ discuss the issues of power and the loss of sovereignty, and the erosion of local cultural identities
- ./ review some international examples drawn principally from the so-called developing countries to understand how development theories and approaches are translated into practical application,
- ./ explore the role in development of key international organizations, such as the United Nations, the World Bank, the International Monetary Fund, as well as relief and development international Non-Governmental Organizations (INGOs).

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

- ./ develop well-thought out arguments that support/challenge current development issues,
- ./ demonstrate a clear understanding of the changing development context brought about by globalization and the different global anti-capitalist social movements,
- "" examine practical applications in the planning, implementation, and evaluation of development programs and projects.

The course is structured within approximately 12 weeks in a very compressed structure. The syllabus is extensive and the class time limited. In order to cover effectively all the issues discussed in the lectures, as well as in the different readings and assignments, there will be a series of in-class exercises during which specific development issues will be discussed. Your participation in lectures and especially in the in-class exercises is important both to your self-improvement and your partial and final grades.

## **TEXTBOOKS AND READINGS**

### **REQUIRED TEXTBOOK: NO**

### **RECOMMENDED BOOKS:**

The books listed below can be consulted for supplemental information on specific development and social change topics as detailed in the schedule of lectures, readings and assignments. Lectures will include information derived/adapted from these books.

Allen, T. & Thomas, B. (Eds). (2000). *Poverty and Development into the 21st Century* (Revised Edition). London: Oxford University Press. (Selected chapters: 1, 2, 9, 15, 17, 18)

Chambers, R. (1997). *Whose Reality Counts? Putting the First Last*. London: Intermediate Technology Publications.

Escobar, A. (2012 with a new preface) (1995). *Encountering Development – The Making and Unmaking of the Third World*. Princeton, New Jersey: Princeton University Press.

Karns, M. & Mingst, K.A. (2004). *International Organizations - The Politics and Processes of Global Governance*. Boulder, Colorado: Lynne Rienner Publishers, Inc.

Koster, K. (2010). *International Project Management*. London: SAGE

Lineberry, W.P. (Ed). (1989). *Assessing Participatory Development - Rhetoric Versus Reality*. Boulder, London: Westview Press. (Published in Cooperation with the International Fund for Agricultural Development - IFAD)

Lewis, D. (2014). *Non-Governmental Organizations, Management and Development* (3rd Ed). London: Routledge.

McMichael, P. (2016). *Development and Social Change - A Global Perspective*. (6th Ed.). London: SAGE

Massey, G. (2012). *Ways of Social Change - Making Sense of Modern Times*. London: SAGE.

Sachs, J. D. (2006). *The End of Poverty*. New York: Penguin Paperbacks.

Steger, M.B. (2009). *Globalization - A Very Short Introduction*. (2nd Ed). New York: Oxford University Press.

The World Bank. *World Development Reports*. Washington: Oxford University Press.

United Nations Development Programme. *Human Development Reports*. New York: Oxford University Press.

United Nations. (2015). *The Millennium Development Goals Report*. New York: United Nations.

Vandana, D. & Potter, R.B. (Eds). (2014). *The Companion to Development Studies*. (3rd Ed.). Oxon and New York: Routledge. (Selected chapters: 1.14, 1.15, 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.14, 3.1, 3.2, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.5, 6.1, 7.8, 8.8, 9.4, 10.1, 10.3, 10.6, 10.8, 10.10, 10.11)

Vandana, D. & Potter, R.B. (Eds). (March 21, 2014). *The Companion to Development Studies*. [Kindle Edition]: [http://www.amazon.ca/Companion-to-Development-Studies-Third-ebook/dp/BOOJ5EKLQ/ref=sr\\_1\\_3\\_bnp\\_1\\_kin?s=books&ie=UTF8&qid=1409756240&sr=1-3&keywords=companion+to+development+studies](http://www.amazon.ca/Companion-to-Development-Studies-Third-ebook/dp/BOOJ5EKLQ/ref=sr_1_3_bnp_1_kin?s=books&ie=UTF8&qid=1409756240&sr=1-3&keywords=companion+to+development+studies)

Willis, K. (2011). *Theories and Practices of Development* (2nd Ed.) New York: Routledge.

NOTE: Links to selected articles dealing with participatory development and other development approaches will be posted as the term progresses.

#### ASSIGNMENTS AND EVALUATION:

This is a highly participatory and "hands on" course. First, you will search for information and write a report on a development project of your choice that has been designed to address one or more of the MDGs and implemented successfully so it can be considered as a "best practice" to be replicated in other locations, by other people/organizations, and working under almost similar circumstances. Second, you will work on and complete a Group Project Report including the creation of an International Development Non-Governmental Organization (INGO) and the planning of a development project to be carried out by your INGO. Third, you will participate in a series of in-class exercises.

#### COMPOSITION OF FINAL GRADE

Component	Due Date	Weight (o/o)
INDIVIDUAL Research Report (Projects that Work /Best Practices)	October 13	30
FINAL Group Project Report	December s	40
FINAL Group Project Report (In-Class Presentation)	December 6 & 8	10
In-Class Exercises	On-Going	20
Total		100

Notes: (1) All assignments must be completed or a course grade of F may be assigned at the discretion of the instructor.

(2) Due dates for all assignments are not negotiable.

(3) Assignments will not be accepted electronically.

The description of each one of the above course evaluation components is as follows:

#### INDIVIDUAL Research Report – Projects that Work (Best Practice)

This assignment will count for 30% of your final grade distributed as follows: 10% for the initial search of information to be reported in the form of an annotated bibliography, and 20% for the assessment report of a development project that is proven to be working effectively and efficiently in any developing country. The guidelines for this assignment will be posted on D2L around the third week of classes. The Report is due on October 13, 2016.

#### FINAL GROUP PROJECT REPORT: Creation of an INGO and Planning of a Development Project (Each Group should be conformed by four students)

A Group Project Report including the creation of an International Development Non-Governmental Organization (INGO) and the planning of a development project to be carried out by your INGO will be elaborated as a final assignment of the course; it will be submitted on December 1, 2016. This Project Report will count for 50% of the course grade distributed as follows: 10% Creation of an INGO, 30% Planning of a Development Project to be implemented by your INGO, and 10% for the in-class presentation of the overall Group Project Report on December 1, 6 & 8, 2016. Details regarding the subject(s) and methodology for the Group Research Project will be discussed in class and posted on D2L four weeks before the due date.

It is the student's responsibility to organize and equally contribute to all group work. All members of a group are assigned a group grade except in situations where individual group members have not contributed equally to the research efforts in which case the instructor will evaluate the individual student's work. It will be at the instructor's discretion to attend to situations (and possible penalties) where some group members are not fully attending to their group responsibilities.

Since the research project in total will count for 50% of the final grade it will be important that students allocate time wisely and give significant attention to the project to ensure that they do well in the course.

#### In-class exercises

There will be an on-going series of in-class exercises around films shown in classes, guest lectures, and specific current global development issues introduced as part of the lectures and/or discussed in the weekly readings. These in-class exercises will count for 20% of the total grade.

Registrar-scheduled Final Examination: NO

#### Submission of Assignments

Please hand in your assignments directly to the instructor at class. If it is not possible to do so, a daytime drop box is available in ES 620. Assignments will be removed from the drop box and stamped with the CURRENT day's date, then placed in the instructor's mailbox.

Note: It is the student's responsibility to keep a copy of each submitted assignment.

## Writing Skills

All 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. All assignments must be properly documented following the APA Citation Format (if you need help with your writing, see <http://www.ucalgary.ca/ssc/writing-support>).

## Policy for Late Assignments

Please be fully aware of the following policies regarding late completion of course assignments:

Assignments submitted after the deadline will be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

You must provide advance notice to the instructor if you are unable to complete the group research project activities, to hand in your assignments, or to participate in the in-class exercises. All requests for deferral of an assignment or any other classwork due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Travel arrangements, misreading of the syllabus, and scheduling conflicts with other classes or employment responsibilities are not valid reasons for requesting a deferred assignment or absence to an in-class exercise. Deferred assignments and permissions will not be granted if it is determined that just cause is not shown by the student.

## The Freedom of Information and Protection of Privacy (FOIP)

Please include your name and ID number on all assignments. Assignments will be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment, she/he may be prepared to provide picture ID to pick up assignments in ES 620 after classes have ended or during the instructor's office hours at the beginning of the next term. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretaria/privacy>

## GRADING SYSTEM

Grades are entered as raw scores (percentages) into the grading system. Your final letter grade is computed based on the weighted sum of your raw scores. The following grading system will be used in this course:

Letter Grade	Grading Scale
A+	96%-100%
A	90%-95.99%
A-	85%-89.99%
B+	80%-84.99%
B	75%-79.99%
B-	70%-74.99%
C+	65%-69.99%
C	60%-64.99%
C-	55%-59.99%
D+	53%-54.99%
D	50%-52.99%
F	0%-49%

Notes: (1) The Instructor does not post partial or final grades on D2L. Students are advised to keep track of their partial grades as returned by the Instructor.

(2) Final grades will not be posted by the Department of Anthropology. They will be available on your Student Centre after they have been reviewed and approved by the Department.

#### Research Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

#### Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure 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. Wording taken directly from a source must be enclosed within quotation marks. Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media. All assignments must be properly documented employing the APA Citation Format. There are several academic sites (i.e. Calgary, Cornell, Purdue, Toronto, Alberta, Simon Fraser) that can be consulted for examples about how to use the APA format. If you have questions about how to document sources, please consult your instructor or the Writing Centre (3rd Floor Taylor Digital Family Library or see <http://www.ucalgary.ca/ssc/writing-support/>)

#### Internet and electronic communication device Information

Cell phones, pagers, internet surfing, watching videos, playing computer games, checking E-mail, text messaging, and listening to music are disruptive to other students in class. **Please be courteous** to your classmates and Instructor and **turn off** all such devices **before** the class starts. **Please refrain** from using your cell phone during class.

Laptops/tablets can be used exclusively for the purposes of taking notes during class; however, permission to use laptops/tablets may be withdrawn if they are not used appropriately.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current.html>

### **Academic Accommodations:**

The academic accommodations policy can be found at <http://www.ucalgary.ca/access/accommodations/policy>. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students that have not registered with the SAS are not eligible for formal academic accommodations. More information about the academic accommodations can be found at <http://www.ucalgary.ca/access>.

### **Emergency Evacuation and Assembly points**

In the case of fire or other emergency evacuation of this classroom, please proceed to the nearest assembly point. For more information on the emergency evacuation procedures and the assembly points see: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Emergency Text Messaging: <http://www.ucalgary.ca/emergencyplan/textmessage>

### **"SAFEWALK" Program**

Campus Security will escort individuals day or night – call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

For more information, see <http://www.ucalgary.ca/security/>

### **Student Representation**

Faculty of Arts Reps: <http://www.su.ucalgary.ca/governance/elections/home.html>

### **Student Ombudsman**

For more information, see: <http://www.su.ucalgary.ca/provos/ustudents/ombuds>

## **SCHEDULE OF LECTURES, READINGS AND ASSIGNMENTS**

A detailed schedule of lectures, readings and assignments will be posted on D2L. I will endeavour to have lecture notes posted once a week or after a section has been completed.