THE DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

DEVELOPMENT STUDIES INTERDISCIPLINARY PROGRAM

DEST 393: Winter 2018
Theories and Applications of Development
Monday 2:00pm-4:45pm
Room: ES 702

Instructor: Ben McKay
Office: ES756
Email: ben.mckay@ucalgary.ca
Office Hours: 11am-12pm Tues/Thur, or by appointment
Graduate Teaching Assistant: Patrick Lee
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Office Hours: 12-1pm, Monday, ES 722

Prerequisites
DEST 201 or permission from the instructor

Course description
What is the meaning of 'development'? Is it a process of advancing through stages of Western modernity? A geopolitical project? A particular sort of social imaginary which reinforces power relations? Is it just about achieving high rates of economic growth? This core course in Development Studies introduces students to the various meanings of development and the history of development theory from classic political economists such as Adam Smith and Karl Marx, to theories of modernization, dependency, developmentalism, neoliberalism, as well as critical development theory, post-development, feminist theories, and greening development. The course will cover these theories chronologically in order to better understand how these ideas evolved over time and the particular historical and geo-political contexts in which they are situated. This is not a course on development policy and projects, but rather the underlying assumptions and logics which guide such practices. Students will deepen their understanding of the evolution of past and present development debates and be able to think critically about the notion of 'development'.

Learning outcomes
After taking this course, students should be able to
- Think critically about the various meanings and interpretations of development
- Explain the history and trajectory of development thinking and theory and how they relate to one another
- Discuss the major theoretical and conceptual approaches in development studies and their principal assumptions
- Write an analytical research paper at an advanced level
- Critically evaluate issues related to the theories and application of development

Learning methods
This course combines (a) lectures, (b) student-led discussion and presentations, (c) analytical reading exercises; (d) video and films; (e) student-led peer review exercises; and (f) analytical writing

Methods of assessment
1- Online Plagiarism Tutorial and Test: 2.5%
As a prerequisite for submitting written assignments for this course students are required to complete the University of Indiana's "How to Recognize Plagiarism" online tutorial and test, available at: https://www.indiana.edu/~academy/firstPrinciples/index.html
Due: February 1st, 2018

Upon successful completion of the test, students must submit a copy of their certificate to the D2L platform. The certificate is your contract with the course instructor indicating that you will not engage in plagiarism in any form in this class, and it is a requirement for the submission of your written work.

2- Participation: 10%
Participation is an important component of this class. You are expected to come to class having done all the readings and ready to actively participate in the lectures by engaging in discussion and asking questions. Each class, a student will be assigned to present a summary and reflection of a selected reading. Another student will be assigned to make a commentary on that same reading, pointing out important points that were missed, differing interpretations of the main argument, how it relates to other theories of development, the global political and economic context, etc. More details will be discussed in class. All readings will be covered and throughout the semester each student will be in charge of both giving a summary and providing commentary only once. This does not mean that you do not do the other readings assigned for that day – you must do all readings and come to class prepared to engage in discussion and ask questions. Pop-quizzes and in-class assignments, if deemed necessary by the instructor, will be worth 2% of your participation grade. The final participation grade will be out of 10%, based on the following components and at the discretion of the instructor:
   a) Quality of participation and engagement with the required readings during the lectures (more details to be discussed in class)
   b) Pop-quizzes and in-class assignments (if deemed necessary by instructor)

3- Student-led group work: 12.5%
Students will be divided into groups (number of students per group will depend on class size). Each group will present on an assigned topic covered in the class. This is a reflection exercise about key concepts and key scholars in development theory. Details to be discussed in class.

4- <u>Mid-term exam: 25%</u>
Short answers and multiple choice. All materials in-class and in the readings up to and including February 5th will be covered. Mid-term will take place Feb 12.

5- <u>Student-led essay outline presentation + peer review: 20%</u>
Students will present their extended outline to the class and receive comments and constructive criticism from an assigned peer reviewer. More details to be discussed in class.

6- <u>Final essay: 30%</u>
Students will write an essay on a topic of choice approved by the instructor. More details to be discussed in class. Due date TBA.

*All written assignments (including plagiarism certificate) should be uploaded to D2L, unless otherwise instructed. Late assignments will be penalized by 10% per day.

For referencing style, use APA. See https://owl.english.purdue.edu/owl/resource/560/01/

The final mark out of 100, will then be converted to a letter grade as follows:

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

Required textbook:
No textbook is required for this course. Readings are available on D2L.

<u>Course structure and content</u>

January 8th – Introduction

January 15th – Meanings of Development
<u>Required Reading</u>
- Peet, R. and E. Hartwick (2015) 'Chapter 1: Introduction Growth versus Development' in *Theories of Development: Contentions, Arguments, Alternatives*. The Guilford Press: New York. (22 pages)
- ☐ Rist, Gilbert, pp. 8-24 The History of Development (16 pages)
- Thomas, Alan (2000) 'Development as Practice in a Liberal Capitalist World', *Journal of International Development,* No. 12, pp. 773-787 (14 pages)

<u>Recommended Reading</u>

- Sen, Amartya Kumar (1999), 'Introduction: Development as Freedom', in Development as Freedom. Oxford: Oxford University Press, pp. 3-12 (10 pages)

January 22nd – Colonialism and the Origins of Capitalist Development

<u>Required Reading</u>

- ☐ Edelman and Haugerud (2005) Part I: Classical Foundations and Debates: Smith to Polanyi, in (eds) *The Anthropology of Development and Globalization*. Malden, MA: Blackwell Publishing, pp. 77-103 (26 pages)
- ☐ Wood, Ellen Meiksins 2002 *The Origin of Capitalism: A longer view*, Chapter 1 (The Commercialization Model and Its Legacy) pp. 11-33 (22 pages)
- ☐ McMichael, P. (2008) *Part I: The Development Project (Late 1940s to Early 1970s),* in *Development and Social Change*, Fourth Edition, Ch.2 25-54 (29 pages)

January 29th – Development Economics and Modernization Theory

<u>Required Reading</u>

- • Rostow, W (1959) 'The Stages of Economic Growth', *The Economic History Review*, Vol. 12, No. 1, pp. 1-16 (16 pages)
- • Bernstein, H. (1971) 'Modernization theory and the sociological study of development', *Journal of Development Studies*, Vol. 7, No. 2, pp. 141-160 (19 pages)
- • Baran, p. and E. Hobsbawm (1961) 'The Stages of Economic Growth', *Kyklos*, Vol. 14, Iss. 2, pp. 234–242 (8 pages)

<u>Recommended Reading</u>

- • Ros (2005) 'The Pioneers of Development Economics and Modern Growth Theory', in (eds) Jomo KS and Erik Reinert, *The Origins of Development Economics*, pp. 81-98 (17 pages)

February 5th – The Development of Underdevelopment: Structuralist and Dependency Theory

<u>Required Reading</u>

- ☐ Saad-Filho, A. (2005) The Rise and Decline of Latin American Structuralism and Dependency Theory, in (eds) Jomo KS and Erik Reinert, *The Origins of Development Economics*, pp. 128-143 (15 pages)
- • Kay, C. (2018) 'Development theory: the Latin American pivot', in (eds.) Veltmeyer and Bowles, *The Essential Guide to Critical Development Studies*, New York: Routledge, Ch. 4, pp. 73-83, (10 pages).
- • Frank, Andre Gunder (1966),'The Development of Underdevelopment', *Monthly Review*, Vol. 18, No. 4, September, pp. 17-31 [15 pages].
- • Kay and Gwynne (2000) 'The Relevance of structuralist and dependency theories in the neoliberal period', Journal of Developing Societies, Vol. 16, Iss. 1, pp.49-69 (20 pages)

<u>Recommended Reading</u>

- • Toye and Toye (2003) 'The Origins and Interpretation of the Prebisch-Singer Thesis', *History of Political Economy*, Vol. 35, No. 3, pp. 437-467 (30 pages)
- • Prebisch, R. (1962) 'The Economic Development of Latin America and Its Principal Problems', *Economic Bulletin for Latin America*, Vol. VII, No. 1, pp. 1-22 (22 pages)

February 12th – Mid-term exam
☐ Details to be discussed in class

February 19th – Mid-term Break

February 26th – The Developmental State and the East Asian Miracle
Required Reading
- Kay, C. (2002) 'Why East Asia Overtook Latin America: Agrarian Reform, Industrialization and Development', *Third World Quarterly*, Vol. 23, No. 6, pp. 1073-1102 (29 pages)
- Bello, W. (2009) 'States and Markets, states versus markets: the developmental state debate as the distinctive East Asian contribution to international political economy' in (eds) M. Blyth, *Routledge Handbook of International Political Economy (IPE): IPE as a global conversation*, pp. 180-200 (19 pages)
- Chang, H. (2003) 'Kicking Away the Ladder: The "Real" History of Free Trade', *Foreign Policy In Focus Special Report*, December, pp. 1-14 (14 pages)

Recommended Reading
- Bowles, P. (2018) 'The developmental state and late industrialization: still feasible? And desirable?' in (eds.) Veltmeyer and Bowles, *The Essential Guide to Critical Development Studies*, New York: Routledge, Ch. 17, pp. 225-234, (9 pages).

March 5th – Neoliberalism and Globalization
Required Reading
☐ Harvey, D. (2005) *A Brief History of Neoliberalism*, Oxford: Oxford University Press. Chapter 1, pp.5-30 (25 pages)
- Hill et al. (2016) 'Neoliberalism and Development', in (eds) *The Handbook on Neoliberalism*, New York and London: Routledge, pp. 130-139 (9 pages)
- McMichael, P. (2005) 'Globalization and Development', in (eds) Appelbaum and Robinson, *Critical Globalization Studies*, Chapter 11, pp. 111-120 (9 pages).
- Bello, W. (2009) 'The Virtues of Deglobalization', Foreign Policy in Focus, September. Available from http://fpif.org/the_virtues_of_deglobalization/

March 12th – Post-Development, Feminist and Post-Colonial Challenges to Development
☐ Group work preparations
Required Reading
- Escobar, Arturo (2007), '"Post-development" as a concept and social practice,' in Exploring Post-development. Theory and practice, problems and perspectives, edited by Aram Ziai, Routledge, pp. 18-31 (13 pages)
- Kothari, U. (2002) 'Feminist and Postcolonial Challenges to Development', in (eds) Kothari and Minogue, *Development theory and practice: critical perspective*, Hampshire: Palgrave. Chapter 3, pp. 35-51 (16 pages).

March 19th – Film Screening and Group Work Preparation
☐ Film Screening: TBA

☐ Group work preparation
☐ Submit proposed essay topic: 250 words to D2L

March 26ᵗʰ – Critical Development Theory
☐ Group work **presentations**
<u>Required Reading</u>
☐ Veltmeyer and Bowles, *The Essential Guide to Critical Development Studies*, New York: Routledge, pp.1-12 (12 pages)
• Redclift, Michael R. (2007), 'Sustainable development (1987-2005): an oxymoron comes of age,' *Sustainable Development*, Vol. 13, pp. 212-227 (15 pages).

April 2ⁿᵈ – Essay outline presentations and peer review
☐ Details to be discussed in class

April 9ᵗʰ – Essay outline presentations, course overview, wrap up

Final Essay Due: April 27ᵗʰ. Submit to D2L before midnight.

PLAGIARISM AND CHEATING
Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

DEFERRED EXAMS:
A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the registrar scheduled final exam requires Registrar approval.

ACADEMIC ACCOMMODATIONS
http://www.ucalgary.ca/access/accommodations/policy
Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities
Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY
Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRIS (Universal Student Ratings of Instruction)
At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate! Website: http://www.ucalgary.ca/usri/

Writing Across the Curriculum
Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: http://www.ucalgary.ca/emergencyplan/assemblypoints

Freedom of Information and Protection of Privacy Act:
The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: http://www.ucalgary.ca/legalservices/foip
The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk

service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre
The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.
In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:
•   program advising
•   the Faculty's Co-operative Education Program
•   the Arts and Science Honours Academy
•   the Faculty's Interdisciplinary Programs
•   a Student Help Desk
Location: Social Sciences Room 102
Phone: 403.220.3580
Email: ascarts@ucalgary.ca
Website: arts.ucalgary.ca/undergraduate/
For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.
Contacts for Students Union Representatives for the Faculty of Arts:
arts1@su.ucalgary.ca
arts2@su.ucalgary.ca
arts3@su.ucalgary.ca
arts4@su.ucalgary.ca

Ombudsman`s office: http://www.ucalgary.ca/ombuds/