

**University of Guelph**  
**College of Social and Applied Human Sciences**  
**International Development Studies**

**IDEV 1000-02**  
**UNDERSTANDING DEVELOPMENT 0.5 Credits**  
**Course Instructor: Dr. Jasmin Hristov**  
**FALL 2021**

**Course Time and Location**

Lecture	Wednesday	3:30-5:20pm	Zoom
Tutorial /Seminar 05	Thursday	1:30-2:20pm	Zoom
Tutorial /Seminar 07	Friday	2:30-3:20pm	Zoom
Tutorial / Seminar 06	Monday	4:30-5:20pm	Zoom

- ❖ Students are required to have a Zoom account attached to a Guelph email.
- ❖ Only students with a Guelph email will be admitted into the Zoom sessions.
- ❖ Zoom sessions can be accessed through Counsellink.

**Contact Information:** [jhristov@uoguelph.ca](mailto:jhristov@uoguelph.ca)

**Office Hours:** Thu 5-6pm drop-ins via Zoom; any other time by appointment

**Teaching Assistants (TAs):**

Barbara Lopez-Gonzalez [lopezgob@uoguelph.ca](mailto:lopezgob@uoguelph.ca)    Rebecca Tatham [rtatham@uoguelph.ca](mailto:rtatham@uoguelph.ca)

**Final Exam:** Dec 8 11:30am-1:30pm via Quizzes on Counsellink

**Land Acknowledgement**

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. This gathering place where we work and learn is home to many past, present and future First Nations, Metis, and Inuit peoples. Our acknowledgement of the land is our declaration of our collective responsibility to this place and its peoples' histories, rights, and presence. In the context of this course, acknowledging the land entails an ongoing reflection on the ways in which present day issues of poverty, marginalization, exclusion, and violence can be traced to the historical process of land dispossession with its multiple and pervasive consequences. Acknowledging the land is also about unlearning, re-learning and envisioning ways in which we can become active agents of social transformation.

**CALENDAR DESCRIPTION**

The objective of the course is to provide an introduction to the study of international development as a contested and evolving effort to counteract global inequalities. Students will learn about the historical and political origins of the international development system, as well as the main development actors and institutions. The course will provide an introduction to foundational

concepts within development studies, including poverty, inequality, human rights, foreign aid, and sustainable development.

## **DETAILED COURSE DESCRIPTION**

This course introduces students to foundational concepts, key actors, and issues in the field of international development. We trace the trajectory of development as it intertwines with major structures of inequality (class, race, and gender) throughout several historical periods: the birth of capitalism; its world expansion through colonialism; liberal capitalism in the post-colonial period; the welfare and Import Substitution Industrialization stage; and finally, the neoliberal (global) era we currently find ourselves in.

Students are introduced to foundational approaches and theories of development, as well as key texts produced by the United Nations including the UN Declaration on Human Rights, the UN Development Program's definition of development, and human development indicators. In the globalization section of the course, we examine issues such as poverty, labour precarity and exploitation, land-grabbing, social-environmental conflicts, migration, human rights, and violence. The course places emphasis on four core themes: 1) the long-standing conflict between development as a hegemonic political and economic project versus development as an effort to counteract social and global inequalities and improve human well-being; 2) the historical and contemporary interrelatedness between the Global South and Global North; and 3) the importance of land in shaping how we relate to each other and our world; and 4) the power of the nation-state as an entity that controls legislative, ideological and violent means.

As part of this course's broader aim to globalize, diversify, indigenize, and decolonize education, efforts have been made to balance content and sources in a way that embraces perspectives, authors, issues, and approaches emerging from the Global South, indigenous peoples, marginalized and/or underrepresented groups. Students are strongly encouraged to contribute to this ongoing effort by sharing knowledge, experiences, and resources that can nourish our collective learning. The course is intended as an infrastructure of empowerment where learning, development, and social change are seen as mutually reinforcing. The classroom is a community of learners where students do not simply learn *about* development but rather become global citizens prepared to *shape* development processes by contributing to the elimination of various forms of oppression and constructing a socially and environmentally just world.

## **LEARNING OUTCOMES**

### **Conceptual Knowledge**

1. Explain the relationship between the colonial expansion of capitalism and the Eurocentric framing of the development project during its early stages.
2. Apply the relational/dialectical analytical approach taught in this course to challenge the evolutionary perspective that presents development as a linear progression towards modernity and associates it with problems of 'developing' states only instead of the global system we are all part of.
3. Discuss the connections between colonialism, slavery, and racism on one hand and present-day development issues such as poverty, environmental injustice, and crime on the other.
4. Identify main types of actors within international development and describe their roles.

5. Apply development theories and the relational/dialectical analytical approach to explain present-day empirical examples as found in news articles and documentaries presented throughout the course.
6. Identify the main ways conventional development thinking has impacted ecological relations through the externalization of nature and discuss pathways and initiatives for an environmentally sustainable future.

#### **Procedural knowledge / Skills**

7. Synthesize key ideas, concepts, and arguments (effective reading and communication).
8. Recognize and articulate thematic connections across different sources of knowledge, including academic readings, documentaries, alternative news media, photographs and/or personal experiences.
9. Demonstrate ability to identify areas for debate and discussion by posing critical questions (critical thinking).

### **REQUIRED TEXTS**

- McMichael, P. and Weber, H. (2021). *Development and Social Change: A Global Perspective. 7<sup>th</sup> Edition*. Los Angeles: Sage.
- Selection of academic articles, book chapters, news articles, videos, and documentaries available electronically through the Guelph McLaughlin Library Ares Course Reserve System. Ares is accessible through Courselink (under Content tab on the left-hand side).

#### **Documentaries**

Any documentaries and videos assigned form an integral part of the course material and students are expected to incorporate the knowledge gained from these into the assignments, test and final exam.

### **COURSE FORMAT**

For the purpose of this course, our week begins on Wednesday with the lecture. Tutorials will work on material assigned for that week in this order: Thursday tutorial, Friday tutorial, and Monday tutorial.

#### **Lecture**

- Each weekly lecture will take place on Wednesday 3:30-5:20pm on Zoom.
- Lectures explain *as well as supplement* the readings. One *does not substitute* for the other. In order to do well in the course, you need to attend lectures and take notes, or alternatively view the recording of the lecture. Every lecture session will be recorded and recordings will be available from Zoom through Courselink.
- You are *strongly encouraged* to attend regularly the lecture Zoom session live and only view the recording if you need to miss lecture or if you wish to review it.
- Even though the course takes place in an online environment, the pedagogical approach of this course rests on the idea that learning is a collective process and thus, the classroom should be a community of learners. Student participation during lectures is welcomed and greatly appreciated as it will help us maintain a sense of community. Lecture participation will be rewarded through your participation grade.

### **Tutorials:**

Tutorial attendance is required and will count as part of your participation grade. You are required to enroll in **one** of the following tutorials:

*Tut 05 Thu 1:30-2:20pm*

*Tut 07 Fri 2:30-3:20pm*

*Tut 06 Mon 4:30-5:20pm*

Tutorials are offered with the purpose of enriching your learning experience and facilitating the understanding of readings and lecture content by offering a space for practicing certain skills and engaging in discussion.

#### **Tutorial activities will include:**

- workshop on effective reading and note-taking;
- workshop on effective test and final-exam preparation;
- collective practice-reading from assigned chapters and identifying key ideas;
- answering review questions assigned by the professor (at the end of weekly modules);
- discussing documentaries;
- answering any clarification or content-related student questions.

#### **Expectations and requirements for tutorial work:**

- ✓ Tutorial attendance is required.
- ✓ Tutorials will be held live on Zoom. Please make sure that you go to the appropriate weekly Zoom session for your tutorial.
- ✓ Often, students will be placed in ‘break-out rooms’ to answer review questions in groups.
- ✓ You are not required to have your camera ON, however, your audio must be working since you will be asked to make verbal contributions whenever engaging in group discussions.
- ✓ Please note that the ‘*chat*’ feature is *not to be used* during small-group and whole class discussions unless instructed by the professor for a specific purpose.

#### **Students are asked to follow these procedures for tutorial group discussions:**

- ✓ Answer the specific questions your group has been assigned by giving each group member a chance to contribute.
- ✓ Each group must have a note-taker spokesperson who will be responsible for taking notes of the discussion and then presenting highlights from the discussion to the rest of the class once break-out rooms close and the class reconvenes.
- ✓ Students should take turns being the spokesperson. Please do not rely on the same classmate to be the spokesperson on every occasion.

## **COMMUNICATION**

There are three ways to communicate with the professor outside of lecture:

- (1) Guelph email,
- (2) Q&A ongoing forum on Counselink; and
- (3) Office hours (on Zoom).

### Q & A Ongoing Forum

If you have a question that is not unique to your personal situation and you do not mind sharing it with the rest of the class, I encourage you to post it under Q&A Ongoing Forum under Discussions on Counselink. The advantages of posting it here are: it may get answered quicker; other students who may have had the same question would benefit from seeing the answer; you may hear another student's perspective, in addition to your professor's/TAs answer.

- Please check the Announcements on Counselink as frequently as you can. This is the *main way* in which I will be reaching out to students to pass on any new information.

### E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **CLASS CONDUCT**

### **Etiquette for Online Classes**

- Keep your microphone muted unless you are invited to speak. You may (if you wish) keep your camera off and turn it on when you speak.
- Try to be ready to join the session at least 5 minutes early so that you can resolve any connectivity issues. Please note that the professor would not be able to deal with technical issues that you may be experiencing.
- Ensure there is no background noise in your environment when you are unmuted.
- No scribbling on the slides or any other material. Only use the annotation feature when the professor invites you to.
- If you have a question, please use the *Raise Hand* feature and speak when you are invited to do so. If you are unable to use audio due to constraints in your environment, you are welcome to type your question in the Chat.
- When the professor asks a question, please answer *it by raising your hand and speaking, instead of typing the answer in the Chat*, unless it is a Yes/No/thumbs-up type of question or unless you have constraints in your environment.
- If you would like to comment on something a fellow classmate has expressed, please use the *Raise Hand* feature and speak when invited to do so. The idea is to minimize the use of Chat and engage in verbal conversations, unless the professor instructs you to use it for a specific purpose.

### **How to Treat Each Other**

We can all learn best when we feel safe, comfortable and welcome. Please know that your presence in lecture and tutorials is appreciated and your contributions are valued, regardless of whether you may have misunderstood something or given a 'wrong' answer. I ask that we all be respectful to each other. If a class member expresses a view that is based on lack of accurate information or one that reflects a distorted understanding of a given phenomenon, it is ok. The classroom is a place to learn. Let's take such moments as a learning opportunity. Feel free to politely correct them by sharing your knowledge. Please remember, that we never stop learning and that knowledge makes a difference only when you share it.

## **Preferred Names and Pronouns**

Students in this class are invited to share their preferred name and pronouns, or not. If you are misnamed or misgendered, please correct the other person respectfully.

## **Inappropriate Behaviour**

Please keep in mind that lecture and tutorial Zoom sessions as well as Courselink are all part of our virtual classroom space. The same expectations, guidelines and regulations apply here as with in-person classes. Inappropriate behaviour, such as obscene or offensive language, promoting profit-driven products or services, discriminating against fellow students or TAs, intentionally disrupting class sessions, interrupting or speaking without being invited to do so, as well as all types of academic misconduct, will be subject to the appropriate penalty and/or disciplinary action.

## **EVALUATION**

**Please follow this typical weekly coursework routine:**

1. Read the assigned material for the week and view any documentaries prior to attending lecture.
2. Attend lecture on Wednesday.
3. Attend your tutorial (Thursday, Friday, or Monday).
4. Write your Learning Reflection on the assigned readings which have by now been covered in lecture and tutorials.
5. Submit your Learning Reflection on Tuesday before 11:59pm.

Type of Assessment	Percentage of Final Grade	Due Date	Related Learning Outcome as Outlined in Syllabus p.2-3
Learning Reflections	20	Oct 5, 13, 19, Nov 2, 9, 23, 30	1, 2, 3, 6, 7, 8
Discussion Question Presented in Small Groups (DQ 10%, discussion participation 5%)	15	Check which week you have been randomly assigned for	2, 3, 8, 9
News Commentary or Documentary Commentary	15	Any day between Nov 3 and Nov 17	5, 8, 9
Test	20	Oct 20	1, 2, 4, 7
Attendance and Participation	5	Ongoing	all
Final Exam	25	During December Exam Period	1, 2, 3, 5, 6, 7

## **Weekly Learning Reflections – 20%**

Starting Oct 5<sup>th</sup>, every Tuesday, students are required to submit on Counselink by 11:59pm (or earlier) a learning reflection (approximately 1-page double-spaced Times New Roman, 12-point font, 1-inch margins all around) on the assigned readings for the previous week. The readings would have been already discussed in lecture and/or tutorial.

The reflection should consist of: (1) a synthesis of key ideas and concepts from all of the readings assigned for the previous week (i.e., the most important things you take away from the readings) and (2) connections that you find between the readings and any of the following: documentaries, earlier readings in the course, news events, or personal experience. Please refer to the *Learning Reflections: Instructions, Evaluation Criteria and Learning Outcomes* document in the “Instructions and Support” Module in Counselink for more detailed instructions.

Each reflection that you submit will receive 1%. You will be submitting 8 reflections for the entire course (worth 8%). The content and quality of these will be evaluated cumulatively at the end of the course and is worth an additional 12% (for a total of 20% of the course grade).

## **Discussion Question (DQ) 10% + Participation in Discussion 5% = 15%**

Students are required to prepare a discussion question based on any one or more of the readings covered during the week they have been assigned. The DQ should be preceded by a brief (1-3 sentences) background (preamble) that situates us in terms of the topic/part of the readings on which it is based. The question itself may consist of more than one part. *It should not have a right or wrong answer, not ask for clarification or factual information, but instead should invite us to think critically and creatively.*

A short paragraph following the question should indicate: i) why you think this was an important and interesting question to ask; ii) how the question invites us to make use of what we have learned in the course so far; iii) what kind of debates/discussions you expect to take place in response to your question.

The entire assignment (preamble + DQ + reflection paragraph) should not exceed one page single-space. The DQs will be evaluated in terms of their clarity, creativity, and engagement with the course material as well as the quality of discussion they generate.

You will be randomly placed in a discussion group and each group will be randomly assigned a week. The members of the group will be answering each other's questions.

### As a DQ author, you are required to:

- ✓ submit the assignment (preamble +DQ + reflection paragraph in one document) in the appropriate Dropbox folder in Counselink by Wed 11:59pm of the week you have been assigned to present.
- ✓ Post only the preamble and DQ portion of the assignment in the appropriate discussion section for your group on Counselink by Wed 11:59pm of the week you have been assigned to present.

- ✓ Comment on each answer you receive from fellow group members, by 11:59 on the Monday following the week you were scheduled to present.

As a Group Discussion Session participant, you must:

- ✓ Answer the DQ of each of your fellow group members by Fri 11:59pm.
- ✓ Comment on at least one other member's answer.

The Discussion Session will be available from Thursday 12am of the week you are scheduled to present until Monday 11:59pm. Please make sure you have completed your participation (including all of the above) within that time window.

Please refer to the *Discussion Question: Instructions, Evaluation Criteria and Learning Outcomes* document in the “*Instructions and Support*” Module in Counselink for more detailed instructions.

### **News Article Commentary OR Documentary Commentary 15% - due anytime between Nov 3 and 17**

With this assignment you have the choice to either do a News Article Commentary or a Documentary Commentary.

#### News Article Commentary

Throughout the course you are expected to develop global awareness of development-related issues. For this assignment, you are asked to select a news media article that focuses on a development issue and analyze it, using what you have learned in the course through course readings and lecture material. The commentary should be approximately 3 pages double-space. Please refer to the *News Article Commentary Instructions* document in the “*Instructions and Support*” Module in Counselink for more detailed instructions.

#### Documentary Commentary

For this assignment you are required to choose one of the assigned documentaries in the course and analyze it using what you have learned through course readings and lecture material. The commentary should be approximately 3 pages double-space. Please refer to the *Documentary Commentary Instructions, Evaluation Criteria, and Learning Outcomes* document in the “*Instructions and Support*” Module in Counselink for more detailed instructions.

### **Test 20% October 20 during lecture time and Final Exam 25% during Examination Period**

Detailed information and guidelines will be provided in advance.

### **Participation**

The participation grade will reflect students' attendance, preparedness for class (e.g. having done the readings and watched the documentaries), frequency and quality of contributions during in-class and group discussions in tutorial. Additional participation points can be earned by attending and participating in lecture as well as completing any (otherwise ungraded) ‘mini-tasks’. Please see the *Participation Evaluation Criteria* in the “*Instructions and Support*” Module.

### **Assignment Submission on Courselink**

- All assignments (NOT including the Test and Final Exam) are to be submitted using the Dropbox tool on Courselink.
- When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.
- In order to avoid any last-minute computer problems, it is strongly recommended that you save your assignments to a cloud-based file storage, USB key or send to your email account, should something happen to your computer.
- It is your responsibility to submit your assignments on time. Be sure to check the technical requirements and make sure you have the proper computer, a supported browser, and reliable Internet access. Technical difficulties are not an excuse for lateness.
- Students are expected to maintain back-up copies of their work at all time in case of unforeseeable technical failures.

### **Policy on Disputing Assignment Grades**

If you disagree with the grade you received, you must email your professor a letter **within one week** after work has been returned / grades posted, explaining why you believe you deserve a higher grade. In your letter, please take into consideration the answers that may have been taken up in class.

### **Policy on Missed / Late Work**

\*If you are registered with Accessibility Services, please advise the professor at the beginning of the course and all necessary accommodations will be made to ensure that you have a successful experience in the course.

#### *Missed Learning Reflection*

Not submitting a weekly reflection will lead to losing 1% and it will impact the Quality component of your Reflections grade. Late reflections will not be accepted unless you are able to present a valid reason. However, you have one late pass which entitles you to submit one late reflection by Sunday 11:59pm of the week it is due.

#### *Discussion Question*

Given that this assignment involves group interaction, you must advise as much in advance as possible if you are unable to present your question during the week you have been assigned. Accommodations (being moved to a different week) would be made only for valid reasons.

#### *News Article Commentary or Documentary Commentary*

Late commentaries will receive 5% of late penalty per day for up to six days. Work more than 6 days late will not be accepted, unless previous accommodation arrangements have been made.

#### *Test*

Accommodations (writing a deferred test) would be made only for valid reasons.

### **Drop Date**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

## **ACCESSIBILITY AND ACCOMMODATIONS**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. Use of the SAS Exam Centre requires students to make a booking at least 7 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible. For more information, contact Accessibility Services at 519-824-4120 ext. 56208, email Accessibility Services [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or visit [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

## **HEALTH**

### **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

### **Medical Notes**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### **Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>  
<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## **ACADEMIC INTEGRITY**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility to abide by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

### **Copyright Notice**

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law. The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third-party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes. Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

### **Lecture Recordings**

Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act. Students will be able to download lecture recordings from CourseLink for personal use. Students do not have the permission to "publish" / make lectures and other course material available online or to individuals not enrolled in the course.

### **Plagiarism Detection Software**

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## SCHEDULE OF WEEKLY CLASSES, READINGS, AND ASSIGNMENTS

\*Please check the weekly Agenda, Learning Objectives and Tutorial Activities in the weekly modules' descriptions

### SEPT 15 Lecture: Introduction to the Course: Structure, Expectations, and Underlying Philosophy

- No readings this week
- Tutorial Activities: Meet and Greet; Workshop on Effective Listening, Reading, and Note-taking
  - Tutorial Thu Sept 16
  - Tutorial Fri Sept 17
  - Tutorial Mon Sept 20

### SEPT 22 Lecture: Getting the Conversation Started: What is Development? Do We Need It?

#### How Do We Measure It? Introduction to a Relational Analytical Approach: a Key Method for Critical Thinking

- McMillan, T. (2014). The New Face of Hunger. *National Geographic*.
- Stueck, W. and Hager, M. (2018). For low-income residents in Vancouver, a different kind of real estate crisis. *The Globe and Mail*
- McMichael, P. & Weber, H., Ch.1 Development, pp.1-8, 23-24.
- What Do You See and What Do You Think? Image Gallery on Courselink
- Documentary: *A Place at the Table*
  - Tutorial Thu Sept 23
  - Tutorial Fri Sept 24
  - Tutorial Mon Sept 27

### SEPT 29 Lecture: Origins and Characteristics of Capitalism as a System of Social Relations

- Thomas, M. (2012). Class, State, and Power: Unpacking Social Relations in Contemporary Capitalism. In Brock, D., Raby, R. and Thomas, M.P. (Eds.). *Power and Everyday Practices*. Toronto: Nelson, pp.114-119.
- Mooers, C. (2014). The Birth of the Liberal Subject: Commodities, Money, and Citizenship. In *Imperial Subjects: Citizenship in an Age of Crisis and Empire*. New York: Bloomsbury Publishing, Inc., pp.17-22.
- Documentary: Vandana Shiva - Two Paths to the Future of Food and Farming
  - Tutorial Thu Sept 30
  - Tutorial Fri Oct 1
  - Tutorial Mon Oct 4

<i>Learning Reflection on this week's readings</i>	<i>Due on Tue Oct 5</i>
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### OCT 6 Lecture: Colonialism and Racism

- McNally, D. (2002). The Colour of Money: Race, Gender, and the Many Oppressions of Global Capital. In *Another World is Possible*. Winnipeg: Arbeiter Ring Publishing, pp.105-116; 124-128.
- McMichael, P. & Weber, H., Ch. 1 Development History, pp.9-10; Ch.2 Colonialism, pp.30-40.
- Tuck, E. and Yang, K.W. (2012). Decolonization is not a Metaphor. *Decolonization: Indigeneity, Education, and Society* 1(1): 4-7.
- Video: Land Acknowledgements and Why they Matter
  - Tutorial Thu Oct 7
  - Tutorial Fri Oct 8
  - \*No tutorial Mon Oct 11 (Holiday)

<i>Learning Reflection on this week's readings</i>	<i>Due Wed Oct 13 (due to Tue holiday)</i>
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### OCT 13 Lecture: The Rise of the First World / Third World Division, Welfare State, and Import Substitution Industrialization

- McMichael, P. & Weber, H., Ch. 1 Development Theory, pp.11-14
- McMichael, P. and Weber, H., Ch. 2 Decolonization; the Development Project pp.41-56
- McMichael, P. & Weber, H., Ch. 3 The Marshall Plan and Bretton Woods, pp.59-65.
  - Tutorial Thu Oct 14
  - Fri Oct 15
  - Mon Oct 18

<i>Learning Reflection on this week's readings</i>	<i>Due Tue Oct 19</i>
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### OCT 20 In-class Mid-term Test during Lecture time

- No lecture or tutorial this week.

### OCT 27 Lecture: Economic and Military Interventions to Sustain Capitalist Development

- McMichael, P. & Weber, H., Ch. 3 Remaking Third World Agriculture, pp. 82-90.
- Gareau, F. (2004). Guatemala: A Country Incomunicado. In *State Terrorism and the United States: from Counterinsurgency to the War on Terrorism*. Atlanta, GA: Clarity Press, pp.43-66.
  - Tutorial Thu Oct 28
  - Tutorial Fri Oct 29
  - Tutorial Mon Nov 1

<i>Learning Reflection on this week's readings</i>	<i>Due Tue Nov 2 11:59pm</i>
<i>DQs</i>	<i>Due Wed Oct 27 11:59pm</i>
<i>Answer fellow members' DQs</i>	<i>By Fri Oct 29 11:59pm</i>
<i>Comment on answers to your DQ</i>	<i>By Mon Nov 1 11:59pm</i>

### NOV 3 Lecture: Globalization and Neoliberalism – Introduction

- McMichael, P. & Weber, H., Ch. 4 Instituting the Globalization Project, pp.98-130
- Bello, W. (2008). Manufacturing a Food Crisis: How Free-Trade is Destroying Third World Agriculture. *The Nation*.
- Video: Smart Phones and Sustainability
  - Tutorial Thu Nov 4
  - Tutorial Fri Nov 5
  - Tutorial Mon Nov 8

<i>News / Documentary Commentary</i>	<i>Window opens Nov 3</i>
<i>Learning Reflection on this week's readings</i>	<i>Due Tue Nov 9 11:59pm</i>
<i>DQs</i>	<i>Due Wed Nov 3 11:59pm</i>
<i>Answer fellow members' DQs</i>	<i>By Fri Nov 5 11:59pm</i>
<i>Comment on answers to your DQ</i>	<i>By Mon Nov 8 11:59pm</i>

### NOV 10 Lecture: Land and Environmental Conflicts under Globalization

- McMichael, P. & Weber, H., Ch. 5 Displacement, Extractivism, Land-grabbing, pp.147-152; 159-164.
- McMichael, P. & Weber, H., Ch. 7 Ecological Crisis, pp. 230-236
- Gordon, T. and Webber, J. (2008). Imperialism and Resistance: Canadian mining companies in Latin America, *Third World Quarterly*, 29 (1), 67-81.
- Documentary: Paying the Price: Migrant Workers in the Toxic Fields of Sinaloa
  - Tutorial Thu Nov 11
  - Tutorial Fri Nov 12
  - Tutorial Mon Nov 15

<i>Learning Reflection on this week's readings</i>	<i>Due Tue Nov 16 11:59pm</i>
<i>DQs</i>	<i>Due Wed Nov 10 11:59pm</i>
<i>Answer fellow members' DQs</i>	<i>By Fri Nov 12 11:59pm</i>
<i>Comment on answers to your DQ</i>	<i>By Mon Nov 15 11:59pm</i>

### NOV 17 Lecture: Labour Conditions in Global Production Chains under Globalization

- McMichael, P. & Weber, H., Ch. 5 Global Division of Labour, pp.137-146; 152-158.
- McMichael, P. & Weber, H., Ch. 7 The Globalization Project in Crisis, pp. 205-212.
- Munoz, C. (2007). The Tortilla Behemoth: Sexualized Despotism and Women's Resistance in a Transnational Mexican Tortilla Factory. In Cabezas, A.L., Reese, E., and Waller, M. (Eds.), *The Wages of Empire: Neoliberal Policies, Repression, and Women's Poverty*. Boulder, CO: Paradigm Publishers, pp.127-138.
- Documentary: Poto Mitan: Haitian Women Pillars of the Global Economy
  - Tutorial Thu Nov 18
  - Tutorial Fri Nov 19
  - Tutorial Mon Nov 22

<i>News / Documentary Commentary</i>	<i>Window closes Nov 17 11:59pm</i>
<i>Learning Reflection on this week's readings</i>	<i>Due Tue Nov 23 11:59pm</i>
<i>DQs</i>	<i>Due Wed Nov 17 11:59pm</i>
<i>Answer fellow members' DQs</i>	<i>By Fri Nov 19 11:59pm</i>
<i>Comment on answers to your DQ</i>	<i>By Mon Nov 22 11:59pm</i>

### NOV 24 Lecture: Development, Resistance and Violence under Globalization

- Hristov, J. (2020). Pro-Capitalist Violence and Globalization: Lessons from Latin America. In Hosseini, S.A.H., Goodman, J., Motta, S.C., & Gills, B.K. (Eds.). *The Routledge Handbook of Transformative Global Studies*. London: Routledge, pp.194-205.
- Beck, A. (2019). More pipelines mean more threats of sexual violence for indigenous women.
- McMichael, P. & Weber, H., Ch. 6 Environmentalism; Food Sovereignty pp.170-173; 193-198.
- Documentary: Under Rich Earth
  - Tutorial Thu Nov 25
  - Tutorial Fri Nov 26
  - Tutorial Mon Nov 29

<i>Learning Reflection on this week's readings</i>	<i>Due Tue Nov 30 11:59pm</i>
<i>DQs</i>	<i>Due Wed Nov 24 11:59pm</i>
<i>Answers fellow members' DQs</i>	<i>By Fri Nov 26 11:59pm</i>
<i>Comment on answers to your DQ</i>	<i>By Mon Nov 29 11:59pm</i>

### DEC 1 Lecture: Climate, Green Initiatives and Sustainable Development

- McMichael, P. & Weber, H. Ch. 8 The Challenge of Climate Change; Sustainable Intensification pp. 244-249, 258-263
- McMichael, P. & Weber, H., Ch. 9 The Commons; Rural Initiatives, Agroecology pp.281-295
- McMichael, P. & Weber, H., Ch. 10 Degrowth Economics; Sustainable Development Goals pp. 305-308; 324-332.
  - No Thursday or Friday Tutorials this week because on Thursday there is a Tuesday schedule in effect and on Friday there is a Monday schedule in effect.
  - Monday's tutorial meets on Fri Dec 3
  - No learning reflection this week

END ☺