

IDEV*1000(01): Understanding Development and Global Inequalities

University of Guelph | Fall 2021

We acknowledge the Attawandaron people on whose traditional territory the University of Guelph resides and offer respect to our Haudenosaunee, Anishinaabe and Métis neighbours as we strengthen our relationships with them.

COURSE INSTRUCTOR: Steffi Hamann, PhD (shamann@uoguelph.ca)

OFFICE HOURS: Mondays, 12:30 - 2:30 pm or by appointment; 805A MacKinnon Building

TAs: Sabrina Sousa (ssousa@uoguelph.ca), Richard Nyiawung (rnyiwun@uoguelph.ca),
Angela Asuncion (aasuncio@uoguelph.ca)

LECTURES: MONDAYS and WEDNESDAYS, 11:30 AM – 12:20 PM, LA 204

SEMINAR SECTIONS:

*IDEV*1000*0101:* THURSDAYS, 8:30 AM – 9:20 AM, MCKN 304

*IDEV*1000*0102:* THURSDAYS, 9:30 AM – 10:20 AM, MCKN 311

*IDEV*1000*0103:* THURSDAYS, 10:30 AM – 11:20 AM, MCKN 311

*IDEV*1000*0104:* THURSDAYS, 11:30 AM – 12:20 PM, MCKN 311

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.

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to introduce first-year students to the world of international development and the contested and evolving efforts to counteract global inequalities. It is taught through a media lens to expose a variety of issues related to global development and underdevelopment that surround us today. Students will learn about the historical and political origins of the international development system, as well as main development actors and institutions. The course provides an introduction to foundational concepts within development studies, including poverty, inequality, human rights, foreign aid, and sustainable development. Students will learn how to evaluate the objectives and effectiveness of development assistance and engage in debates about the role of gender, indigeneity and identity. Students will analyse and critique representations and framings of development in order to develop and improve their intercultural competence. Course material includes popular non-fiction, news media, reports, blog entries, speeches, poems and documentaries in order to integrate multiple perspectives and encourage students to critically reflect on their own values and place within development studies.

Learning Objectives:

This course will assist students in gaining an introductory understanding of global development and inequality. Specifically, by the end of the course student will:

1. Be empowered to partake in debates about contemporary development challenges by evaluating ideas and perspectives from popular non-fiction books, documentaries, media and other sources.
2. Be able to understand and critically analyse the historical and political origins of the international development system.
3. Become familiar with key actors and institutions within international development and identify different perspectives about their roles.
4. Have an understanding of how culture, gender and other aspects of identity play a role in multiple issue areas across development studies.
5. Understand the practical and ethical challenges of working in intercultural contexts, and, by reflecting on their own cultural identities, develop intercultural skills.

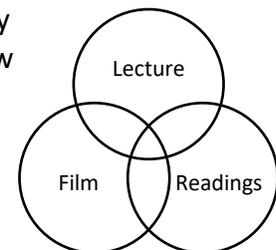
METHODS OF INSTRUCTION

This course relies on three principal methods of instruction. First, the **weekly lectures** on Mondays introduce the core course material. Students are expected to attend all lectures and to read the course material assigned for the corresponding seminars on Thursdays. Reading through the lecture slides is not an adequate substitute for class attendance because some material will be presented in class by other means than PowerPoint.

Second, **film screenings** will take place on Wednesdays. The films will present case studies on the development-related topic introduced in class on Monday. Attendance is mandatory for both lectures and film screenings. If you miss a lecture you must coordinate with other students to catch up on what you missed. If you miss a film, you must make your own arrangements to view the film at a later time.

Third, in the **seminar sessions** on Thursdays, students engage with the weekly material in a highly interactive setting. Following the introduction of each new topic through a lecture (Monday) and a film (Wednesday), corresponding seminars (Thursday) are designed for students to discuss, explore and present on the content of the lectures, films and readings in smaller groups.

Seminars are mandatory and you are required to attend the seminar in which you are registered.



Weekly seminar content

COURSE TEXTS

All readings in the course are mandatory and form an integral part of the course content. While some of the material from the lecture and the readings may occasionally overlap, more often they will not. The weekly required readings are available on Courselink.

In addition, all students will select and read one of the books from the list below (see assignment instructions for the analytical book review for more details). These are available for purchase from the University of Guelph bookstores, local booksellers or from online retailers. The books have also been placed on reserve for 2-hour loans at the UofG Library.

Metatawabin, Edmund & Shimo, Alexandra. 2014. *Up Ghost River: A Chief's Journey Through the Turbulent Waters of Native History*. Toronto, ON: Alfred A. Knopf.

Fleming, Melissa 2017. *A Hope More Powerful Than the Sea: One Refugee's Incredible Story of Love, Loss and Survival*. New York, NY: Flatiron Books.

Katz, Jonathan. 2013. *The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster*. New York, NY: St. Martin's Press.

REQUIREMENTS AND ASSESSMENT

1. Seminar Participation	25%
2. Quizzes (Oct 6 and Nov 3)	10%
3. Current Event Blog Post (due Oct 22 by 11:59 PM)	15%
4. Analytical Book Review (due Nov 21 by 11:59 PM)	25%
5. Final Exam (Dec 8, 11:30 AM - 1:30 PM)	25%

Detailed assignment instructions are posted in the Content Module on CourseLink.

LATE PENALTY

Late submissions of the blog entry and the analytical book review will be **penalized at a rate of five percent of the assignment grade per day**. This includes weekends and holidays. Late submissions will be accepted for only six days. A grade of 0% will automatically be registered for blog post assignments submitted after October 28 and for book reviews submitted after November 27. Students are expected to maintain back-up copies of their work at all times in case of unforeseeable technical failures. Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and no less than 24 hours before the due date. Under no circumstance will accommodations be granted that are requested after an assignment deadline has already passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

ACADEMIC MISCONDUCT

The University of Guelph is committed to upholding the highest standards of academic integrity. It directs all members of the University community to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct, and students are responsible for being aware of the University's policy and abiding by the policy. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Activities such as cheating on examinations, plagiarism, misrepresentation and submitting the same material in two different courses without written permission from the relevant course instructors are included in this category. To better understand students' academic responsibilities, please review the undergraduate calendar and the full academic misconduct policy:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

http://www.uoguelph.ca/undergrad_calendar/c08/c08-amisconduct.shtml

STATEMENT OF STUDENT RESPONSIBILITIES

Communication: As per university regulations, all students are required to check their University of Guelph email account and to access the CourseLink website regularly.

Punctuality, attendance, and preparation: You are expected to be in class on time and to remain in class until it is over. If, in an exceptional circumstance, it is necessary for you to leave a lecture or seminar early, please inform your instructor or teaching assistant before class. You are expected to come to seminars prepared, and to participate actively in the discussions. It is your responsibility to catch up on any missed course material.

When you cannot meet a course requirement: When you find yourself unable to meet a course requirement due to illness or other serious reasons, advise the course instructor via email or during office hours well in advance of the due date. See the undergraduate calendar for information on [regulations and procedures for Academic Consideration](#).

Illness: 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).

Recording of Materials: Presentations which are made in relation to course work—including lectures and seminars—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a teaching assistant, classmate, or guest lecturer.

Student services, accessibility and accommodations: If you require assistance with research, learning, technology, writing, or studying, or require other general academic support, please contact the [McLaughlin Library](#). 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. Services and accommodations are offered through [Student Accessibility Services](#) and the [Program Counselling offices](#).

Safety Protocols: For information on current safety protocols, follow these links:
<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>
Please note, these guidelines may be updated as required in response to evolving University, Public Health, or government directives.

Drop date: The last day to drop this course is Friday, **December 3, 2021**.

COURSE OUTLINE

Introductory Week – Seminar Introduction and Course Expectations	
<ul style="list-style-type: none"> ➤ All seminars take place as scheduled on September 9 	
<ul style="list-style-type: none"> • <i>No response presentations this week</i> • <i>Carefully review the syllabus and the assignment instructions on CourseLink</i> • <i>Browse your choices for the book review to decide on which book you'd like to read</i> 	
Week 1 – What is Development?	
<ul style="list-style-type: none"> ➤ September 13 – Lecture ➤ September 15 – Film: "Bhutan: The Pursuit of Gross National Happiness" ➤ September 16 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • Hamann, 2016 • Barr, 2017 • <i>Read for book review</i> 	<p><i>Guiding Questions:</i> Why should we bother about measuring development? Which measure of development do you find most useful?</p>
Week 2 – European Colonialism	
<ul style="list-style-type: none"> ➤ September 20 – Lecture ➤ September 22 – Film: "King Leopold's Ghost" ➤ September 23 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • Kipling, 1899 • Bebey, 1982 • Lumumba, 1960 	<p><i>Guiding Questions:</i> Contrast the perspectives presented by Kipling and Bebey. How do their views on colonizers differ? How does Patrice Lumumba represent the anti-colonization struggle?</p>
Week 3 – Colonizing Canada	
<ul style="list-style-type: none"> ➤ September 27 – Lecture ➤ September 29 – Film: "Colonization Road" ➤ September 30 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • Truth and Reconciliation Commission, 2015. Preface and Introduction (pp. v-22) • <i>Finish at least three chapters of your chosen book to prepare for the group assignment</i> 	<p><i>Guiding Questions:</i> How can we understand the colonial legacy of development in Canada? What were the aims of the Truth and Reconciliation Commission and how do you evaluate its prospects of success?</p> <p><i>In the seminars: Form groups for the book themes presentations.</i></p>

Week 4 – Globalization	
<ul style="list-style-type: none"> ➤ October 4 – Lecture ➤ October 6 – Film: "Made in Bangladesh" ➤ October 6, 1:00 PM – 11:59 PM: ***QUIZ 1*** live on Courselink ➤ October 7 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • Pavcnik, 2009 • Horner et al., 2018 	<p><i>Guiding Questions:</i> Do we live in a globalized world? What is globalization and how does it influence our lives and the lives of others?</p>

Week 5 – Voluntourism	
<ul style="list-style-type: none"> ➤ October 11 – ***THANKSGIVING*** ➤ October 13 – Film: "Volunteers Unleashed" ➤ October 14 – Seminars 	
<ul style="list-style-type: none"> • <i>Current Event Blog Post Preparation Session</i> 	

Week 6 – Poverty and Inequality	
<ul style="list-style-type: none"> ➤ October 18 – Lecture ➤ October 20 – Film: "The Rich, the Poor and the Trash" ➤ October 21 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • Roser, 2019 • Hickel, 2019 	<p><i>Guiding Questions:</i> What aspects of poverty and inequality are of the greatest global concern in the 21st century? What is needed to combat poverty effectively?</p>

Friday, October 22: *CURRENT EVENT BLOG POST DUE*****

Week 7 – Humanitarian Aid	
<ul style="list-style-type: none"> ➤ October 25 – Lecture ➤ October 27 – Film: "Triage: Dr. James Orbinski's Humanitarian Dilemma" ➤ October 28 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • Polman, 2010. Introduction and Chapter 1 (pp. 1-35). 	<p><i>Guiding Questions:</i> Is humanitarian aid a sustainable approach to fostering international development? Why or why not?</p>

Week 8 – International Migration and Refugees	
<ul style="list-style-type: none"> ➤ November 1 – Lecture ➤ November 3 – Film: "Climate Exodus: The Real Environmental Disaster" ➤ November 3, 1:00 PM – 11:59 PM: ***QUIZ 2*** live on Courselink ➤ November 4 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • UNHCR, 2016 • Mahmoud, 2017 • NPR, 2017 	<p><i>Guiding Questions:</i> For what reasons do people leave their home countries to settle elsewhere? Why is it important to distinguish between refugees and migrants? How do Emi Mahmoud's and Jessica Vaughan's views on global migration differ?</p>

Week 9 – Gender and Development	
<ul style="list-style-type: none"> ➤ November 8 – Lecture ➤ November 10 – Film: "Poto Mitan: Haitian Women, Pillars of the Global Economy" ➤ November 11 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • CNN, 2013 • Chainey, 2018 	<p><i>Guiding Questions:</i> Why is it important to pay attention to gender issues in development? Which analytical approaches do you consider most promising and why?</p>

Week 10 – Popular Presentations of Development
<ul style="list-style-type: none"> ➤ November 15 – Lecture ➤ November 17 – Film: "Give Us The Money" ➤ November 18 – Seminars
<ul style="list-style-type: none"> • <i>Group presentations on book themes</i>

Sunday, November 21: *ANALYTICAL BOOK REVIEW DUE*****

Week 11 – Civil Society and Development	
<ul style="list-style-type: none"> ➤ November 22 – Lecture ➤ November 24 – Film: "Poverty, Inc" ➤ November 25 – Seminars 	
<p><i>Seminar Readings:</i></p> <ul style="list-style-type: none"> • UN, 2013 • Jezard, 2018 • Waldie, 2020 	<p><i>Guiding Questions:</i> What is the difference between an NGO, a social movement and a social enterprise? What are the diverse roles that civil society actors play in international development?</p>

Week 12 – Studying International Development
<ul style="list-style-type: none"> ➤ November 29 – Upper-Year Student Panel and CIP Presentation ➤ December 1 – Exam Review
<ul style="list-style-type: none"> • <i>No seminars scheduled this week</i>

Wednesday, December 8: *FINAL EXAM*****