

IDEV*6200: Development Theory, Issues and Process

International Development Studies Collaborative Specialization

University of Guelph

Fall/Winter 2021/22

Adam Sneyd

SEMINARS: Wednesdays 11:30-2:20pm, synchronous via MS Teams

EMAIL: asneyd@uoguelph.ca

OFFICE: virtual

OFFICE HOURS: virtual on MS Teams arranged via email communication

COURSE DESCRIPTION AND LEARNING OUTCOMES

IDEV*6200 explores theories, issues and perspectives on development. Students will engage with analyses of development processes and the factors that drive these processes. The course will examine key issues in development, including poverty, inequality, sustainability and governance amongst others, and delve into how perspectives on these issues have changed over time and across disciplines. The course will be taught through guided readings, case study analysis, and seminar-based discussions. IDEV*6200 will be writing-intensive, and also focus on professional skills development pertaining to the oral communication of development issues.

This course explores theoretical and empirical aspects of international development from an interdisciplinary perspective. The associated learning outcomes for students are as follows:

- (i) Demonstrate a thorough understanding of:
 - (a) competing theoretical perspectives on development including their disciplinary and philosophical foundations, and apply these perspectives to complex development challenges;
 - (b) how theoretical perspectives on development have changed over time and how these changes have influenced development policies and practices over time.
- (ii) Critically assess alternative theoretical perspectives on development and engage in oral and written discourse surrounding these perspectives.
- (iii) Reflect on and challenge one's own assumptions, ideas, beliefs and values regarding development in the context of various theoretical perspectives on development.
- (iv) Critically construct and propose development policies and practices that might bring sustainable, positive and inclusive change through group and independent case study-based assignments.
- (v) Challenge established norms and narratives in dev. theory, research, policy and practice.

The **learning outcomes** for IDEV*6200 listed above are nested within the Learning Outcomes for students in the IDS Master’s Specialization:

- 1) Apply theoretical and empirical perspectives across disciplines in order to analyze complex development problems.
- 2) Identify and challenge their own assumptions, privileges and disciplinary perspectives in relation to development issues.
- 3) Evaluate the appropriateness of diverse research methods applied to complex development problems, and understand the ethical implications of employing such methods.
- 4) Identify and design feasible and sustainable actions for positive, inclusive change.
- 5) Communicate to and engage with diverse academic and non-academic audiences on complex development issues.
- 6) Challenge established norms and narratives in development theory, research, policy and practice.

The table below details how this course advances the IDS program’s learning outcomes, and is also aligned with graduate learning outcomes at the University of Guelph more generally:

IDEV*6200 – Development Theory, Issues and Process		
Course Learning Outcomes	Specialization Learning Outcomes	U of G Graduate Learning Outcomes
Demonstrate a thorough understanding of: <ul style="list-style-type: none"> • a) competing theoretical perspectives on development including their disciplinary and philosophical foundations, and apply these perspectives to complex development challenges. • b) how theoretical perspectives on development have changed over time and how these changes have influenced development policies and practices over time. 	1, 3, 4, 5	Critical and Creative Thinking Literacy Global Understanding

Critically assess alternative theoretical perspectives on development and engage in oral and written discourse surrounding these perspectives.	1, 2, 3, 4, 5	Critical and Creative Thinking Literacy Global Understanding Communicating Professional and Ethical Behaviour
Reflect on and challenge one's own assumptions, ideas, beliefs and values regarding development in the context of various theoretical perspectives on development.	3	Critical and Creative Thinking Global Understanding Communicating
Critically construct and propose development policies and practices that might bring sustainable, positive and inclusive change through group and independent case study-based assignments.	1, 2, 3, 4, 5	Critical and Creative Thinking Literacy Global Understanding Professional and Ethical Behaviour
Challenge established norms and narratives in development theory, research, policy and practice	2, 4	Critical and Creative Thinking Global Understanding

Weekly Readings and Required Books

*All of the required electronic readings for the course are available via the library's ARES course reserve system. An e-link to ARES can be found under the "Content" tab on the IDEV*6200 CourseLink page. Readings drawn from printed books have mostly been scanned and copied to ARES. Only a few books have not yet been scanned by the library and the relevant chapters will be uploaded to the CourseLink Content page as needed (i.e. the Chari & Corbridge chapters)*

Core texts for our course this term will include:

Chari, Sharad and Stuart Corbridge (2008) ***The Development Reader***. New York and London: Routledge. <https://www.routledge.com/The-Development-Reader/Chari-Corbridge/p/book/9780415415057>

Peet, Richard and Elaine Hartwick (2015) ***Theories of Development*** (3rd Edition). New York: Guilford Press. <https://www.guilford.com/books/Theories-of-Development/Peet-Hartwick/9781462519576>

For the Fall Term book review assignment students will read and review the following book:

Kallis, Giorgis, Susan Paulson, Giacomo D'Alisa and Federico Demaria (2020) *The Case for Degrowth*. Cambridge: Polity Press.

[WINTER 2022 CORE TEXT TBA]

REQUIREMENTS, ASSESSMENT & ASSOCIATED OUTCOMES

1. Leading and Facilitating a Weekly Seminar Discussion (Theory Focus - Fall Term):

During the Fall Term, each student will select a partner from another discipline or program and select one required week of readings from the Fall 2021 course outline below. The partners will be responsible for introducing (not summarizing) these readings to the seminar on the assigned day, and for guiding the seminar discussion. They will draw links between the readings and emphasize disjunctures, and also discuss the selected works in light of broader course themes and material covered during previous seminar sessions. These professional introductory presentations should highlight key issues and concepts, articulate strengths and weaknesses of the readings, introduce pertinent audio/visual resources and media items, and raise several questions for further discussion. Facilitators will be responsible for leading the discussion in our MS Teams sessions to assure that students deeply engage with the assigned readings. In the past, students have found it useful to integrate points for discussion/questions into their presentations so that sessions flow smoothly and enable opportunities for engaging discussion and breakout activities. The facilitators should make a .pdf copy of their powerpoint presentation/slides available to the instructor the day before the presentation, and set a time with the course instructor several days before the seminar to articulate their breakout activity plans for MS Teams, and review their CourseLink discussion board engagement ideas. Criteria for the evaluation of this course component will include: the knowledge of the readings students are able to demonstrate; the degree to which the presentation is made interesting for others; the originality and comprehensiveness of the links drawn between the weekly topic and with broader course themes; and the effectiveness of the questions posed to the seminar and the quality of the discussion facilitation. Your professor will also encourage discussion. (15%)

2. Multidisciplinary Book Review Assignment (Fall Term): For this assignment students will produce a professional-style review of *The Case for Degrowth*. The review should be no longer than 1500 words, and should emphasize the present-day post-COVID relevance and/or limitations of the book vis-à-vis a genuinely multidisciplinary perspective on development. In preparing this assignment, students should review and draw upon the book review requirements for journals such as the *Canadian Journal of African Studies*, the *Canadian Journal of Development Studies* or the *Journal of Peasant Studies*. Criteria for grading the book review will

include: the degree to which the text re-presents and analyzes the book and draws upon course materials to do so; the organization of the review in light of the suggested journal styles; the clarity, style and editing of the presentation; the use of accessible professional language; and the use of a direct writing style. (15%)

3. Seminar Participation and Online Discussion Engagement (Fall and Winter Terms):

Students are expected to actively participate in each seminar session during the Fall and Winter terms. This can be achieved via a mix of oral in-class participation and written participation in the chat function and on the CourseLink Discussion Board. Several criteria will be used to evaluate this course component, including: the degree to which student comments demonstrate comprehension of the required readings for that week and from previous weeks; the frequency of student comments; the degree to which comments engage with and respect the seminar agenda and the comments of others; the insightfulness and originality of comments; and the ways that they challenge established norms and narratives in development and help others to better value or understand development thinking. To enrich our discussions, students are expected to read all of the assigned readings each week, and to prepare several questions and comments prior to the seminars that they will raise on the discussion board and during our sessions. Students could also share relevant links to outside sources and initial thoughts with each other via the CourseLink discussion board in advance of seminar sessions. (20%)

4. Research Essay on a Multi-Disciplinary Development Challenge (Fall and Winter Terms): Students will be responsible for pursuing problem or question-based research on a recognized development challenge from a multidisciplinary perspective. Students will work with the course instructor to develop a viable topic and question during the Fall Term, and will conduct the research needed to answer their question over the course of the Fall and Winter terms. This project could be aligned with student research interests. That said, students must pursue a topic that is distinct from the major paper or thesis project focus. To be clear, this exercise has been used by students in the past to conduct research that falls close to their area of research interest and/or enables them to learn about the background context to their broader research topic. The research essay will be no longer than 7000 words. It will be structured to provide answers to the research question, and to showcase how multiple disciplines were used to inform these answers. Criteria for the grading of the research essay will include: the clarity and strength of the answer/argument/thesis stated at the beginning of the paper; the organization of the paper around the clear answer/argument/thesis; the extent to which the discussion engages with the course material; the clarity, editing and style of the presentation; and the extent to which students acknowledge and discuss the disciplinary limitations (and other limitations) of their answers/approach; the extent to which the paper draws upon development-related academic, scholarly and policy materials from beyond our course. (30%)

5. Group-Based Research and Presentations on a Development Challenge (Case Study Focus - Winter Term): In January 2022 students from different disciplinary backgrounds will partner up with new partners to delve into one of a number of the thematic, resource-based, institutional or country case studies of development challenges planned for a particular week of

the term. Students will work together beyond the classroom to develop a research-based and professional multidisciplinary, multi-media presentation on the selected case. Each group should prepare materials including slides, virtual handouts and/or other innovative strategies (podcasts/video documentary reports etc.) that will be presented to the seminar and weaved into discussion. Throughout their presentations students will pose questions to the class that are designed to facilitate discussion. These should emphasize the readings and external sources, probe the limits and possibilities of disciplinary and multidisciplinary approaches, encourage students to think about the case from different scholarly approaches, and articulate sustainable actions for positive resolutions to the case. The expectation is that all students will reflect on the required readings in light of the presentations during our sessions, and also utilize the CourseLink discussion board and chat functions. Case study facilitations should demonstrate innovation and leadership. (20%)

Assignment	Value	Learning Outcomes	Due Date
Seminar Facilitation	15%	i, ii, iii, iv, v	Fall
Book Review	15%	i, ii, v	Mid-December
Seminar Participation	20%	i, ii, iii, v	Fall/Winter
Research Essay	30%	i, ii, iii	Mid-April 2022
Group Case Study Presentations	20%	i, ii, iv, v	Winter

LATE PENALTY

Late submissions will be penalized at a rate of five (5) percent of the grade for that assignment per day, excluding weekends and holidays. Please speak with the course instructor if you encounter any difficulties meeting any of the deadlines.

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).

STUDENT RESPONSIBILITIES & ACADEMIC MISCONDUCT

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.

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.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement please advise the course instructor in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration: <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

40th Day of Class

Initial feedback on seminar participation in our course will be provided via email prior to 5 November. Please refer to the 2021/22 Graduate Calendar for the schedule of dates: <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

Copies of Out-of-Class Assignments

Keep paper and/or other reliable electronic back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or

a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Academic Misconduct

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 of abiding 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. The Academic Misconduct Policy is detailed in the Grad. Calendar: <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

Recording of Materials

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

Resources

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations that apply to graduate programs: <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

COURSE OUTLINE FALL 2021 - DEVELOPMENT THEORY

WEEK ONE: Introduction to IDEV*6200 (15 September 11:30am via MS Teams Link sent to your@uoguelph.ca email)

Introductions and overview; expectations and assessment; seminar leadership selection; how to stay engaged with GIDS; Group Activities

Recommended reading: Politics Rules: Power, Globalization and Development (Introduction).

WEEK TWO: WHAT IS DEVELOPMENT? WHAT IS DEVELOPMENT STUDIES?

Required Reading

- Edwards, Michael, "The Irrelevance of Development Studies," in Chari and Corbridge, pp. 305-311.
- Harriss, John (2002) "The Case for Cross-Disciplinary Approaches in International Development," *World Development* 30 (3), pp. 487-96.
- Lewis, David, Dennis Rodgers and Michael Woolcock (2008) "The Fiction of Development: Literary Representation as a Source of Authoritative Knowledge," *Journal of Development Studies* 44 (2), pp. 198-216.
- Peet, Richard and Elaine Hartwick, "Introduction: Growth versus Development," and "Critical Modernism and Democratic Development," Chapters 1 and 8.

WEEK THREE: CAPITALISM, IMPERIALISM AND COLONIALISM

Required reading

- Davis, Mike, "The Origins of the Third World," in Chari and Corbridge, pp. 14-30.
- Hoogvelt, Ankie (2001) "The History of Capitalist Expansion," in *Globalization and the Postcolonial World: The New Political Economy of Development* (2nd Edn.), Baltimore: The Johns Hopkins University Press, pp. 14-28.
- McClintock, Anne, "The Lay of the Land," in Chari and Corbridge, pp. 31-43.
- Scott, James C. (2017) *Against the Grain: A Deep History of the Earliest States*, New Haven: Yale University Press, Chapter 1.
- Williams, Eric, "British Capitalism and the West Indies," in *Capitalism & Slavery*, Chapel Hill: University of North Carolina Press, pp. 154-168.

WEEK FOUR: MODERNIZATION, NEO-MODERNIZATION & DEVELOPMENT

Required reading

- Leys, Colin (1982) "Samuel Huntington and the End of Classical Modernization Theory," in Hamza Alavi and Teodor Shanin (eds) *Introduction to the Sociology of "Developing Societies,"* pp. 332-349. [Also published as Chapter 3 in C. Leys *The Rise and Fall of Development Theory*].
- Peet and Hartwick, "Development as Modernization," pp. 119-160.
- Rostow, W.W. (1959) "The Stages of Economic Growth," *The Economic History Review* 12 (1), pp. 1-16.
- Sachs, Jeffrey D. (2005) "Clinical Economics," in *The End of Poverty: Economic Possibilities for Our Time*.
- Sneyd, Adam (2019) "Imposing Order," *Politics Rules*, Chapter 2.

WEEK FIVE: DEPENDENCY & NEO-COLONIALISM: THEN AND NOW

Required reading

- Baran, Paul, "The Steep Ascent," in Chari and Corbridge, pp. 208-215.
- Gunder Frank, Andre (1966) "The Development of Underdevelopment," Monthly Review (September).
- Kufakurinani, Ushehwedu et al. (eds) (2017) Dialogues on Development Volume I: On Dependency, New York: Institute for New Economic Thinking, pp. i-ix; 1-34.
- Peet and Hartwick, "Marxism, Socialism and Development," pp. 163-221.
- Rodney, Walter (1972) How Europe Underdeveloped Africa, pp. 7-39.
- Taylor, Ian (2016) "Dependency Redux: Why Africa is Not Rising," Review of African Political Economy 43 (147), pp. 8-25.

WEEK SIX: KEYNESIANISM, NON-ALIGNMENT & NEOLIBERALISM

Required reading

- Cox, Robert W. (1979) "Ideologies and the New International Economic Order," International Organization, 33 (2), pp. 257-302.
- Leys, Colin (1996) "The Rise and Fall of Development Theory," in The Rise and Fall of Development Theory, Oxford: James Currey, pp. 3-44.
- Peet and Hartwick, "From Keynesian Economics to Neo-Liberalism," pp. 63-118.
- Singer, Hans, "The Distribution of Gains Between Investing and Borrowing Countries," in Chari and Corbridge, pp. 179-85.
- Williamson, John, "Democracy and the Washington Consensus," in Chari and Corbridge, pp. 288-296.

WEEK SEVEN: BEYOND THE LIMITS OF NEOCLASSICAL ECONOMICS

Required reading

- Clapp, Jennifer (2019) "The Rise of Financial Investment and Common Ownership in Global Agrifood Firms," Review of International Political Economy, 26(4): 604-629.
- Earle, Joe et al. (2017) "Introduction" and "Econocracy," in The Econocracy: The Perils of Leaving Economics to the Experts, Manchester: Manchester University Press, pp. 1-33.
- Peet and Hartwick, "Classical and Neoclassical Economics," pp. 25-62.
- Sneyd, Adam (2019) "Politics Rules" and "Controlling Commerce," in Politics Rules, Chapter 1 and Chapter 3.

WEEK EIGHT: NATIONAL ECONOMIC DEVELOPMENT IN QUESTION

Required reading

- Fanon, Frantz (1963), "The Pitfalls National Consciousness," in the Wretched of the Earth, pp. 121-163.
- Fukuyama, Francis (2014) Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy New York: Farrar, Straus and Giroux, pp. 1-51; 524-48.

Evans, Peter (1995) *Embedded Autonomy: States and Industrial Transformation* Princeton: Princeton University Press, Chapter 2.

Rodrik, Dani, "Goodbye Washington Consensus, Hello Washington Confusion?" in Chari and Corbridge, 340-341.

Scott, James (1998) *Seeing like a state: How certain schemes to improve the human condition have failed*, Yale University Press, Chapter 1.

WEEK NINE: POST-DEVELOPMENT: DEVELOPMENT ON WHOSE TERMS?

Required reading

Coronil, Fernando, "Beyond Occidentalism: Toward Nonimperial Geohistorical Categories," in Chari and Corbridge, pp. 528-39.

Gupta, Akhil (2012) *Red Tape: bureaucracy, structural violence and poverty in India* Durham: Duke University Press, pp. 1-55

Mosse, David, "People's Knowledge, Participation and Patronage: Operations and Representations in Rural Development," in Chari and Corbridge, pp. 384-93.

Peet and Hartwick, "Postructuralism, Postcolonialism and Postdevelopmentism," pp. 222-268.

Scott, James C., "Seeing Like a State: Conclusion," in Chari and Corbridge, pp. 297-304.

WEEK TEN: FEMINIST CONTRIBUTIONS TO DEVELOPMENT THEORY

Required reading

Agarwal, Bina, "Conceptualising Environmental Collective Action: Why Gender Matters," in Chari and Corbridge, pp. 442-50.

Kabeer, Naila (1994) *Reversed Realities: Gender Hierarchies in Development Thought*, London: Verso, Chapter 10.

Elson, Diane, "Male Bias in the Development Process: An Overview," in Chari and Corbridge, pp. 312-21.

Jackson, Cecile (1995) "Radical Environmental Myths: A Gender Perspective," *New Left Review* March/April 1995, pp. 124-40.

Peet and Hartwick, "Feminist Theories of Development," pp. 269-306.

WEEK ELEVEN: POVERTY, CAPABILITIES, LIVELIHOODS & DEVELOPMENT

Required reading

Escobar, Arturo, "The Problematization of Poverty: The Tale of Three Worlds and Development," in Chari and Corbridge, pp. 131-40.

Bebbington, Anthony (1999) "Capital and capabilities: A framework for analyzing peasant viability, rural livelihoods and poverty," *World Development* Vol. 27, No. 12, pp. 2021-2044

Sen, Amartya (1999) *Development as Freedom* New York: Knopf Books, Chapters 1 and 2.

Scoones, Ian (2015) *Sustainable Livelihoods and Rural Development*, Nova Scotia: Fernwood,

98-116.

Sneyd, Adam (2015) "The Poverty of Poverty Reduction," *Third World Quarterly* Vol. 36, No. 1, pp. 55-74.

WEEK TWELVE: INEQUALITY & SUSTAINABILITY: JUSTICE & RIGHTS

Required reading

Dasgupta, Partha, "Wealth and Well-Being," in Chari and Corbridge, pp. 427-31

Dauvergne, Peter, "The Problem of Consumption," *Global Environmental Politics*, 10 (2), pp. 1-10.

Dyson, Tim, "On Development, Demography and Climate Change: The End of the World As We Know It?" in Chari and Corbridge, pp. 546-55.

Hickel, Jason and Giorgos Kallis (2019). "Is Green Growth Possible?" *New Political Economy*, 10(4): 499-521.

Zucman, Gabriel (2015) *The Hidden Wealth of Nations*, Chicago: University of Chicago Press, 34-55.

COURSE OUTLINE WINTER 2022 - ISSUES AND PROCESS CASE STUDIES

To develop the outline for our emphasis on empirical case studies for the Winter 2022 term, as the Fall 2021 term progresses, we will review the topics that were selected by students in last year's IDEV*6200 cohort. We will then proceed to adjust these cases based on the research preferences of current students and on student interest expressed in seminar discussions, and also upon current affairs and events related to global development. Each week's cases will be drawn together via a spotlight 'term of the week' (most likely) from a recent volume in the field edited by Asish Kothari et al. 2019. *Pluriverse: A Post-Development Dictionary*. New Delhi: Tulika Books.

ABOUT YOUR INSTRUCTOR

Adam Sneyd is an Associate Professor of Political Science and the Graduate Coordinator of the International Development Studies specialization at the University of Guelph. Adam spent his high school years swimming, skiing the slopes of Blue Mountain and playing the trumpet in Collingwood, Ontario. He and his Dad took many wilderness canoe trips on rivers in Northern Ontario and Nunavut; trips that exposed Adam to 'development' challenges in places such as Attawapiskat and Baker Lake. After planting roughly 800000 trees in Ontario and BC for reforestation contractors of varying quality, Adam chose Political Science over the law, and took

his first trip to East Africa to plan his doctoral studies in 2004. He met his wife Lauren at a graduate conference on ‘global tensions’ and ‘global possibilities’ in 2007. He is the author of books on development issues including *Governing Cotton: Globalization and Poverty in Africa* (Palgrave 2011); *Cotton* (Polity, 2016); and *Politics Rules: Power, Globalization and Development* (Fernwood, 2019). Most of the rest of the stuff he has written on development can be found via the links available on <https://adamsneyd.com>. Adam’s SSHRC-funded research on the spectrum of understandings of ‘responsibility’ that different stakeholders hold in the context of commodities operations (oil palm, sugar, cacao, gold and the oil pipeline) in Cameroon will be published by McGill-Queen’s University Press later this year (<https://www.mqup.ca/commodity-politics-products-9780228008897.php>) as *Commodity Politics: Contesting Responsibility in Cameroon*.
