

IDEV 4000 – Development in Action
Guelph Institute for Development Studies, University of Guelph
Winter 2023

Dr. Matthew McBurney
mmcburne@uoguelph.ca

Lectures: Every other Tues, 2:30-5:20pm MACS 129
Office Hours: Tues, 1:30pm-2:30pm or by appointment via Zoom

COURSE DESCRIPTION

This capstone course for the Major in International Development Studies course equips students to analyze complex issues in inclusive and sustainable development by applying and integrating the diverse theoretical and empirical concepts, approaches and ideas taught throughout their studies in International Development. Students will reflect on their personal positions and perspectives on development and drawing on their engagement experience. The course shows how different perspectives on sustainable and inclusive development can influence understanding and proposed solutions to development issues.

LEARNING OBJECTIVES

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

1. Critically reflect on individual positions, places and values within the field of global development and identify personal strengths.
2. Identify, assess and reflect critically on the skills and experiences they have achieved through previous engagement with development practitioners and stakeholders.
3. Engage effectively in critical debates and discourse on complex issues in inclusive and sustainable development and challenges utilizing concepts drawn from diverse theoretical and empirical ideas and perspectives.
4. Demonstrate a critical awareness of the historical changes within global development discourse and practices.
5. Recognize and critically assess diverse meanings of development, underdevelopment, poverty and inequality that are found in the wide range of literature on global development.
6. Analyze and evaluate diverse development policies and practices and their development outcomes and impacts through the analysis of real world case studies.
7. Communicate in diverse forms on the identification, assessment and critical evaluation of complex development issues and related policies and practices.

FORMAT

Weekly readings must be completed before lectures and seminars. Lectures are led by the instructor and will include lectures and films. They are discussion-based and will cover readings, lectures, and films. Attendance of lectures and seminars is mandatory.

GRADING SCHEME

Assignment	Description	Due Date	Percentage
------------	-------------	----------	------------

Class Attendance and Participation	In class attendance and active participation	Ongoing	10%
Case Study Analysis	These are 4 written analyses of the case studies (see below for details)	Case Study 1: Feb 10 Case Study 2: Mar 3 Case Study 3: Mar 17 Case Study 4: Mar 31	40%
Reflection Piece	Final reflection piece	March 31	20%
Final Paper	See instructions below	April 4	30%

Case Study Analysis

The course involves a series of four case studies that students are expected to engage with and analyze prior to these being discussed in class. Students should come to class having done the readings and watched the videos for each case study. They should also have completed their own analysis of each case study and with a brief summary of their analysis (maximum 3 pages) that is submitted in class. Subsequently, they will complete their analysis of the case taking account of discussions in class. The full written analysis of the case study is submitted on the due date after the class discussion.

Reflection Piece

Each student will prepare a written reflection piece on their own ability to contribute to development locally and globally that brings about positive and inclusive change and that promotes social justice. In so doing, they should reflect on their own positionality, and on their learning experiences throughout their program, especially their experience engaging with development practitioners. The written document should be around 6 pages in length. The objective of this assignment is for students to reflect on this course, as well as the past 3-4 years in the IDEV program and their position within a global world. Some questions that can guide the reflection can be found below.

- How has your perspective about global development changed throughout the program?
- Where do you think you fit in to a globalized world and how can you realistically help create positive change?
- Where do you see yourself in 5 or 10 years and what contributions will you be able to make to global development?

Final Paper

This final paper is an original paper for this course. Students are asked to pick a development topic and case study (similar to the format in this course). While students can use a topic/theme from this course, they are not permitted to use the case studies used in this course. The paper will be a critical analysis/essay of the theme/topic, using the chosen case as a point of analysis.

This assignment will provide students with an opportunity to demonstrate many skills necessary for a future in academia or the field of development, such as critical thinking, research, data analysis and communication. Papers must incorporate a minimum of 10 peer-reviewed, scholarly sources. The essay must be between 1,500-2,000 words (Times New Roman, 12 font, Double spaced) and be formatted in a proper essay style with a clear thesis and supporting arguments.

READINGS

Readings must be completed before attending lectures and your seminar. The readings for this course can all be found as digital copies through the University of Guelph Library. However, if you want to purchase physical copies, the main readings are.

LECTURES

Lecture slides will not be posted. You will have to be in touch with a classmate to get notes for the classes that you miss. Recording of lectures of any kind (video or photographs) is prohibited.

ELECTRONIC DEVICES

You are welcome to use your laptop to access your readings and type up notes in the lecture. Please use your laptop for these purposes only. The lecture will proceed at a quick pace and it will be difficult to follow if you are checking emails or surfing the web. If laptops become a distraction or hinder learning, the use of electronic devices may be banned during lectures. All cellphones must be on silent mode.

TAPING/RECORDING LECTURES

Taping and/or recording lectures and seminars is not permitted.

PLAGIARISM

Plagiarism is using others' work but pretending that it is your own. This is an academic offence with serious consequences. You can avoid plagiarism by identifying and attributing all of your sources in your text, whether you are quoting them directly or paraphrasing them. If you need guidance on how to properly reference and footnote your work, please consult the university's Writing Services (see below). There is also information on plagiarism here: <https://academicintegrity.uoguelph.ca/plagiarism>

LATE SUBMISSIONS

The penalty for the late submission is 5% per day. This includes weekends and holidays. Late submissions will be accepted for seven days after the deadline. After this, a grade of 0% will be assigned.

EXTENSIONS

Extensions may be granted by the instructor for unforeseeable reasons (eg medical situations) or exceptional circumstances (eg religious events) IF documentation is provided by the student. The instructor will decide on a case by case basis. No extensions will be provided without documentation. No extensions will be provided after a deadline has passed.

GRADING APPEALS

There is a one week "cooling off" period before you can appeal a grade. If, after one week, you would like to make an appeal, you must do this in person. The appeal must be accompanied by a typed statement that outlines why you believe the grade is inappropriate. Re-grading may result in an increase or decrease to your mark.

UNIVERSITY OF GUELPH SERVICES

- *Writing Services* - Students are encouraged to make use of the university's writing services. You can book an appointment: <https://www.lib.uoguelph.ca/get-assistance/writing/book-appointments>.
- *Counseling Services* – Our university also has individual and group counseling to support you: <https://wellness.uoguelph.ca/counselling/>.

CLASS SCHEDULE

Week 1 – Introduction

Read course outline thoroughly

Week 2 – Positionality and Reflexivity in Development

Le Bourdon, Madeleine. 2020. "Confronting the Discomfort: A Critical Analysis of Privilege and Positionality in Development". *International Journal of Qualitative Methods*, 21.

Bilgen, Arda, et al.. 2020. "Why positionalities matter: reflections on power, hierarchy, and knowledges in "development" research". *Canadian Journal of Development Studies*, 42, pp. 519-536.

Biddle, Pippa. *The Problem with Little White Girls, Boys and Voluntourism*
https://www.huffpost.com/entry/little-white-girls-voluntourism_b_4834574

Week 3 – What is Development: A Review

Lentfer, Jennifer, 2017. "International development' is a loaded term. It's time for a rethink"
<https://www.theguardian.com/global-development-professionals-network/2017/may/03/international-development-is-a-loaded-term-its-time-for-a-rethink>

Escobar, Arturo. 2011. "Chapter 1". *Encountering Development: The Making and Unmaking of the Third World*.

Esteva, Gustavo. 2010. "Development" in Wolfgang Sachs (ed.) *The Development Dictionary: A Guide to Knowledge as Power*, London: Zed Books.

Week 4 – Environmental Governance, Resource Extraction and Community Resistance

Martin, Pamela and Imme Scholz. 2014. "Policy Debate | Ecuador's Yasuní-ITT Initiative: What Can We Learn from its Failure?"
<https://journals.openedition.org/poldev/1705>

Scones et al.. 2012. "Green Grabbing: A New Appropriation of Nature" *Journal of Peasant Studies* 39(2), 237-261

Kramarz, Teresa and Donald, Kingsbury. 2021. "The Citizen's Revolution and the Failure of an Alternative Environmental Moment in Ecuador" in *Populist Moments and Extractivist States in Venezuela and Ecuador: The People's Oil?* Palgrave Macmillan.

Week 5 – Case Study #1 (Oil Exploration and the Amazon)

Simon, Morgan. 2022. "Courts Are Not a Weapon: How Corporations Like Chevron Use the Law To Get Their Way"

<https://www.forbes.com/sites/morgansimon/2022/05/26/courts-are-not-a-weapon-how-corporations-like-chevron-use-the-law-to-get-their-way/?sh=1a5ad45b28c2>

Crude (Documentary). <https://www.youtube.com/watch?v=BvrZRvgwBS8>

Vice Report. <https://www.youtube.com/watch?v=ikneKQAeUp0>

Chevron's "facts" - <https://www.chevron.com/ecuador>

Week 6 – Global Institutions and Aid

Alesina, Alberto, and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth* 5(1): 33–63.

Collier, Paul. 2007. Chapter 7 "Aid to the Rescue?" *The Bottom Billion*. Oxford University Press.

Riddell, Roger C. 2007. Does Foreign Aid Really Work?

<https://devpolicy.org/2014-Australasian-Aid-and-International-Development-Policy-Workshop/Roger-Riddell-Background-Paper.pdf>

Week 7 – Case Study #2 (Aid and the Case of Haiti)

Global Affairs Canada. *Statistical Report on International Assistance*. (You do not need to read all of this, but you can skim through the document)

<https://www.international.gc.ca/transparency-transparence/assets/pdfs/international-assistance-report-stat-rapport-aide-internationale/2020-2021-en.pdf>

Easterly, William. 2006. "Why Doesn't Aid Work?"

<https://www.cato-unbound.org/2006/04/02/william-easterly/why-doesnt-aid-work/>

Sachs, Jeffrey. 2014. "The Case for Aid"

<https://foreignpolicy.com/2014/01/21/the-case-for-aid/>

Biquet, Jean-Marc. 2013. "Haiti: Between Emergency and Reconstruction", *International Development Policy*. <https://journals.openedition.org/poldev/1600>

Abi-Habib, Maria. 2021. "Why Haiti Still Despairs After \$13 Billion in Foreign Aid" *New York Times*.

<https://www.nytimes.com/2021/07/08/world/haiti-foreign-aid.html>

Kushner, Jacob. 2019. "Haiti and the Failed Promise of US Aid"

<https://www.theguardian.com/world/2019/oct/11/haiti-and-the-failed-promise-of-us-aid>

Poverty Inc. Documentary

<https://www.youtube.com/watch?v=ZxgpX39C2sk>

Week 8 – The State, Civil Society and the Complexity of Development

Escobar, Arturo. 2004. “Development, Violence and the New Imperial Order”. *Development* 47, 15–21.

Rettberg, Angelika. 2010. “Global Markets, Local Conflict: Violence in the Colombian Coffee Region after the Breakdown of the International Coffee Agreement”. *Latin American Perspectives* 37(2), 111–132.

Thomson, Frances. 2011. “The Agrarian Question and Violence in Colombia: Conflict and Development” *Journal of Agrarian Change* 11(3).

Irene Vélez-Torres, Irene and Diego Lugo-Vivas. 2021. “Slow Violence and Corporate Greening in the War on Drugs in Colombia”. *International Affairs* 97(1), 57–79.

Week 9 – Case Study #3 (The Case of Colombia)

Colombia's Bloody Cocaine Civil War Might Be Ending

<https://www.youtube.com/watch?v=wZtkrtODiGU>

Why Colombia's Peace Deal is Failing

https://www.youtube.com/watch?v=V34r_ITZNjg

Why Colombia is Losing the Cocaine War

https://www.youtube.com/watch?v=NDa_SpvbeCQ

Where Protecting the Environment Gets You Killed

<https://www.youtube.com/watch?v=HrVOOvk2iUs>

Colombia Is Rising Up

<https://www.youtube.com/watch?v=WB2isJA1JdU>

<https://ocul->

[gue.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9781000398748&context=PC&vid=01OCUL_GUE:GUELPH&lang=en&search_scope=OCULDiscoveryNetwork&adaptor=Primo%20Central&tab=OCULDiscoveryNetwork&query=any,contains,peace%20colombia&mode=basic](https://ocul-gue.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9781000398748&context=PC&vid=01OCUL_GUE:GUELPH&lang=en&search_scope=OCULDiscoveryNetwork&adaptor=Primo%20Central&tab=OCULDiscoveryNetwork&query=any,contains,peace%20colombia&mode=basic)

<https://news.un.org/en/story/2022/03/1115272>

Week 10 - Are Other Futures Possible? - Decoloniality and Indigenous Alternatives

Mignolo, Walter. 2018. “What does it mean to decolonize?” Chapter 5 in *On Decoloniality* available virtually through Huron Library

Walsh, Catherine. 2010. “Development as *buen vivir*: Institutional Arrangements and (de)colonial entanglements”. *Development* 53(1): 15-21

Bolliet et al. 2013. “The Importance of Place Names in the Search for Ecosystem-Like Concepts in Indigenous Societies: An Example from the Bolivian Andes” *Environmental Management* 51: 663-678

Week 11 – Case Study #4 – Institutionalizing Sumak Kawsay in Ecuador

Cuestas-Caza, Javier. 2018. “Sumak kawsay is not buen vivir”. *Alternautas* 5(1). 51-66.

https://www.researchgate.net/publication/327209869_Sumak_Kawsay_is_not_Buen_Vivir

Altmann, Philip. 2019. “The Commons as Colonisation – The Well-Intentioned Appropriation of Buen Vivir”. *Bulletin of Latin American Research* 39(1), 83-97.

Patricio Carpio Benalcázar, Patricio Carpio and Francisco Javier Ullán de La Rosa. 2020. *The institutionalized Buen Vivir: a new hegemonic political paradigm for Ecuador*

<https://www.redalyc.org/journal/358/35866229001/html/>

Buen Vivir Discussion

<https://www.youtube.com/watch?v=m6fwUk6EPm0>

Week 12 – Final Reflections

Esteva, Gustavo. 2015. “Chapter 7” *The Future of Development: A Radical Manifesto*

Hickel, Jason. 2013. “The ‘Real Experience’: Student development projects and the depoliticization of poverty”. *Learning and Teaching* 2: 11-32.

Email 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 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](#).

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.

Copies of Out-Of-Class Assignments

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

Accessibility

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. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 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.

More information: www.uoguelph.ca/sas

Academic Misconduct

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

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.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

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.

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).

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