

IDEV*6200: DEVELOPMENT THEORY, ISSUES, AND PROCESS FALL 2022*

Course Instructor: Dr. Erin Nelson

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Office Hours: by appointment; please feel free to email me anytime to set up a meeting, which I am happy to hold in person or virtually

Class Time: Wednesdays 11:30 – 2:20

Class Location: Maclachlan 101

**This class continues in Winter 2023, and a separate Winter semester outline will be provided.*

NOTES ON THE ONGOING COVID-19 PANDEMIC

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Please also note that, due to the ongoing pandemic, the University strongly encourages masking in indoor spaces. Wearing a mask – particularly an N95 or medical mask – has been proven to reduce transmission of COVID-19. We may have people in the class who are at higher risk of COVID-19 complications, or who have close family members that are vulnerable. I thank you all for taking this into consideration.

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>

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

COURSE OVERVIEW

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, 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 developing professional skills related to oral communication of development issues.

LEARNING OUTCOMES

This course explores theoretical and empirical aspects of international development from an interdisciplinary perspective. By the end of the course, students will be able to:

1. Demonstrate a thorough understanding of
 - a. Competing theoretical perspectives on development, including their disciplinary and philosophical foundations, and

- b. How theoretical perspectives on development have changed over time.
2. Critically assess various theoretical perspectives on development and apply them to a range of complex development challenges.
3. Reflect on and challenge their own assumptions, ideas, beliefs, and values regarding development.
4. Critically construct proposed development policies and practices emphasizing sustainable, positive, inclusive change through group and independent case study assignments.
5. Communicate effectively in written and oral forms about established and alternative narratives in development theory, research, policy, and practice.

These course-specific Learning Outcomes are nested within the Learning Outcomes for students in the IDS Master’s Specialization, which are as follows:

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.

REQUIRED READINGS

The weekly readings for this course are available electronically via the library’s ARES course reserve system. A link to this content can be found on CourseLink.

ASSIGNMENTS & EVALUATION

Assignment	Due Date(s)	Weighting
Seminar Participation	Evaluated weekly (Fall & Winter)	20%
Seminar Facilitation	Weeks TBD (Fall)	15%
Research Proposal	November 9	5%
Book Review	December 9, 2022	15%
Research Essay	Winter Semester (Date TBD)	25%
Group Presentation	Winter Semester (Dates TBD)	20%

NOTE: A penalty of 10% per day will be applied to all late assignments. If you need an accommodation, please try to contact me BEFORE the deadline to arrange any necessary extensions. If you contact me after the deadline, accommodations may still be granted depending on the circumstances (e.g., for illness or compassionate reasons).

Seminar Participation (10% in Fall + 10% in Winter = 20%)

As a small, graduate level course, the richness of the experience will be highly dependent on the quality of student participation. Students are expected to do the required readings prior to each class, and join the class ready to engage in active discussion of the weekly topics as well as other in-class activities.

Facilitating a Seminar Discussion (15%)

During the Fall semester, students will partner with someone from another discipline/program to lead a seminar discussion on the assigned topic/readings for one week. The topics, along with associated readings, are outlined in the weekly schedule (below). During your assigned week, you and your partner will be responsible for introducing and leading a class discussion regarding the concepts, ideas, and debates raised by your set of readings. Your introduction and the associated discussion should take 60-70 minutes, and should cover the following elements:

- *An overview of the **main ideas and/or arguments** discussed in the readings (be careful not to summarize each paper, but rather focus on the authors' theses).*
- *Your own **critical analysis** of the papers (e.g., To what extent do you agree/disagree with the authors and why? How do the papers connect to each other and in what ways are they complementary and/or contradictory? What are some of the key strengths and weaknesses of each paper? What possible biases or personal perspectives can you identify in the papers?)*
- *Commentary on how the papers **connect to other content** from the course, and to your own past experiences studying and/or practicing "development".*
- *Discussion of the **significance** of the topic/papers.*

Feel free to be as creative as you want in your presentation and facilitation. You may use ppt slides to share some of your information, but it is not required. You are welcome to use a traditional format of asking discussion questions but can also think of other ways to engage students (e.g., simulations, debates, structured activities). You are also encouraged to share relevant multi-media content. Criteria for evaluating this assignment are: demonstration of knowledge and understanding of the readings; quality and relevance of any multimedia or other resources used; comprehensiveness of critical analysis; effectiveness in engaging students discussion; and creativity/style/professionalism.

Book Review (15%)

Students will write a book review in the style of those found in scholarly publications (e.g., Canadian Journal of Development Studies) for the following book:

*Escobar, Arturo. 2020. **Pluriversal Politics: The real and the possible**. Durham, NC: Duke University Press.*

The review should be no longer than 1500 words. It should draw on materials from the course, and emphasize the book's relevance, strengths, and limitations. Criteria for evaluating this assignment are: clarity of argument regarding the book's quality and relevance; use of course materials to inform argument; writing style and structure; professional formatting appropriate for submission to a relevant journal.

NOTE: *Details regarding the research proposal and paper and group presentation will be provided early in the Fall semester.*

CLASS SCHEDULE AND REQUIRED READINGS

Week 1 (Sept. 14): IDS Welcome/Orientation and Overview of IDEV*6200

*This week we will host a Welcome and Orientation Session for all incoming IDS students. We will also go over the course outline for IDEV*6200.*

There are no required readings for this week, but consider getting a start on the Week 2 readings.

Week 2 (Sept. 21): What is Development? What is Development Studies?

IDS Faculty Profile: Dr. Karine Gagné, Anthropology

Required Readings:

Sen, A. 1988. Chapter 1: The Concept of Development (p. 9-26) in Chenery, H. and Srinivasan, T.N. (eds.) *Handbook of Development Economics, Volume 1*. Elsevier.

Introduction: Growth vs. Development (p. 1-22) in Peet, R. and Hartwick, E. 2015. *Theories of Development, Third Edition: Contentions, Arguments, Alternatives*. New York: The Guilford Press.

Forward, Preface, and Introduction (p. xi-xi) in Kothari, A., Salleh, A., Escobar, A., Demaria, F., and Acosta, A. (eds.). *Pluriverse: A Post-Development Dictionary*. New Delhi: Tulika Books.

Currie-Adler, Bruce. 2016. The State of Development Studies: Origins, Evolutions and Prospects. *Canadian Journal of Development Studies*, 37(1).

Week 3 (Sept. 28): Capitalism and Colonialism

IDS Faculty Profile: Dr. Heather Murphy, Pathobiology/One Health

Required Readings:

Preface 2002, Preface 1982, Preface, Introduction (p. vii – 6) and Conclusion (p. 196-202) in Friedman, M. 2002. *Capitalism and Freedom, Fortieth Anniversary Edition*. Chicago: University of Chicago Press.

Davis, Mike. 2008. The Origins of the Third World (p. 14-30) in Chari, S. and Corbridge, S. *The Development Reader*. New York and London: Routledge.

Introduction: Time on the Move (p. 1-23) in Mbembe, Achille. 2001. *On the Postcolony*. Berkeley and Los Angeles: University of California Press.

Introduction: 120 Million Children in the Eye of the Hurricane (p. 1-8) in Galeano, Eduardo. 1997. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press.

Week 4 (Oct. 5): Modernization and the Developmental State

IDS Faculty Profile: Dr. Deborah Stienstra, Political Science/Live Work Well Research Centre

Required Readings:

Rostow, W. W. 1959. The Stages of Economic Growth. *The Economic History Review*, 12(1): 1-16.

Chapter 4: Development as Modernization (p. 119-160) in Peet, R. and Hartwick, E. 2015. *Theories of Development, Third Edition: Contentions, Arguments, Alternatives*. New York: The Guilford Press.

De Souza Leão, L. 2018. A Double-Edged Sword: The Institutional Foundations of the Brazilian Developmental State, 1930-1985 (p. 157-176) in Ferraro, A.E. and Centeno, M.A. (eds). *State and Nation Making in Latin America and Spain: The Rise and Fall of the Developmental State*. Cambridge: Cambridge University Press.

Wade, Robert. 2018. The Development State: Dead or Alive. *Development and Change* 49, 2: 518-546.

Week 5 (Oct. 12): World Systems and Dependency

IDS Faculty Profile: TBD

NOTE: In the first half of class, we will be joined by Allan Cain, a Canadian who has spent 40 years engaged in development and diplomatic work in Angola. Allan is receiving an honorary doctorate for his efforts, and will come share his experiences and insights with us.

Required Readings:

Preface and Chapter 1 (p. 7-39) in Rodney, Walter. 1972. *How Europe Underdeveloped Africa*. New York: Verso Books.

Gunder Frank, Andre. 1966. The Development of Underdevelopment. *Monthly Review*, 18(4): 17-31.

Preface, Introduction and Chapters 1-3 (p. i-ix; 1-34) in Kufakurinani, U., Kvangraven, I.H., Santana, F. and Styve, M.D. (eds). 2017. *Dialogues on Development Volume I: On Dependency*. New York: Institute for New Economic Thinking.

Marxism, Socialism and Development (p. 163-221) in Peet, R. and Hartwick, E. 2015. *Theories of Development, Third Edition: Contentions, Arguments, Alternatives*. New York: The Guilford Press.

Week 6 (Oct. 19): Neoliberalism and Non-State Governance

IDS Faculty Profile: TBD

Required Readings:

From Keynesian Economics to Neo-Liberalism (p. 63-118) in Peet, R. and Hartwick, E. 2015. *Theories of Development, Third Edition: Contentions, Arguments, Alternatives*. New York: The Guilford Press.

Chapter 7: The gendered violence of structural adjustment (p.179-200) in Harrison, Faye V. 2008. *Outsider Within: Reworking Anthropology in the Global Age*. Urbana, IL: University of Illinois Press.

Chapter 1: Reflections on the Commons (p. 1-28) in Ostrom, Elinor. 2015. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press.

Chapters 1 & 2 (p. 3-41) in Hickey, S. and Mohan, G. (eds). 2004. *Participation: From Tyranny to Transformation: Exploring New Approaches to Participation in Development*. London and New York: Zed Books.

Week 7 (Oct. 26): Feminism and Development

IDS Faculty Profile: TBD

Required Readings:

Mohanty, Chandra Talpade. 1988. Under Western Eyes: Feminist Scholarship and Colonial Discourses (p. 51-80) in Mohanty, C., Russo, A., and Torres, L. (eds.) *Third World Women and the Politics of Feminism*. Bloomington NC: Indiana University Press.

Elson, Diane. 2008. Male Bias in the Development Process: An Overview (p. 312-321) in Chari, S. and Corbridge, S. *The Development Reader*. New York and London: Routledge.

Chapter 10: Triple Roles, Gender Roles, Social Relations: The Political Subtext of Gender Training Frameworks (p. 264-305) in Kabeer, Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso Books.

Motta, S.C. 2019. Feminising our Revolutions: New movements in Latin America offer inspiration and re-enchantment. *Soundings*, 71: 15-27.

Week 8 (Nov. 2): Poverty, Capabilities, Livelihoods

IDS Faculty Profile: Dr. Travis Steffens, Anthropology/One Health

Required Readings:

Escobar, A. 2008. The Problematization of Poverty: The Tale of Three Worlds and Development (p. 131-140) in Chari, S. and Corbridge, S. *The Development Reader*. New York and London: Routledge.

Introduction, Chapters 1 and 2 (p. 3-53) in Sen, Amartya. 1999. *Development as Freedom*. New York: Knopf Books.

Chapters 8 and 9 (p. 98-115) in Scoones, Ian. 2015. *Sustainable Livelihoods and Rural Development*. Nova Scotia: Fernwood.

Banerjee, A. and Duflo, E. 2007. The Economic Lives of the Poor. *Journal of Economic Perspectives*, 21(1): 141-168.

Week 9 (Nov. 9): Racism and Post-Development

IDS Faculty Profile: TBD

Required Readings:

Acharya, Amitav. 2022. Race and racism in the founding of the modern world order. *International Affairs* 98.1 23-43.

Patel, K. 2020. Race and a decolonial turn in development studies. *Third World Quarterly*, 41(9): 1463-1475.

Chapter 6: Poststructuralism, Postcolonialism and Postdevelopmentism (p. 222-268) in Peet, R. and Hartwick, E. 2015. *Theories of Development, Third Edition: Contentions, Arguments, Alternatives*. New York: The Guilford Press.

Week 10 (Nov. 16): Ecology, Sustainability, and Development

IDS Faculty Profile: TBD

Required Readings:

Introduction: The Politics of Nature and the Making of Environmental Subjects (p. 1-24) and Conclusion: The Analytics of Environmentality (p. 201-230) in Agrawal, A. 2005.

Environmentality: Technologies of Government and the Making of Subjects. Durham: Duke University Press.

Rocheleau, D., Thomas-Slayter, B. and Wangari, E. 2016. Gender and Environment: A Feminist Political Ecology Perspective (p. 34-40) in Haenn, N., Harnish, A. and Wilk, R. (eds) *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, 2nd Edition. New York: New York University Press.

Folke, C., Haider, L.J., Lade, S. J., Norström, A.V., and Rocha, J. 2021. Resilience and Social-Ecological Systems: A Handful of Frontiers. *Global Environmental Change*, 71: 1-3.

Sultana, F. 2022. The unbearable heaviness of climate coloniality. *Political Geography*, online edition.

Week 11 (Nov. 23): Critical Hope and New Possibilities

IDS Faculty Profile: TBD

Required Readings:

Chapter 1: Introduction to the Handbook of Diverse Economies: Inventory as ethical intervention (p. 1-24) in Gibson-Graham, J.K. and Kelly Dombroski. 2020. *The Handbook of Diverse Economies*. Cheltenham, UK: Edward Elgar Press.

Part One: On Letter Writing, Commune, and the End of (This) World (p. 5-54) in Maynard, R. and Betasamosake Simpson, L. 2022. *Rehearsals for Living*. Chicago: Haymarket Books.

Sultana, Farhana. 2019. Decolonizing Development Education and the Pursuit of Social Justice. *Human Geography*, 12(3): 31-46.

Fransman, J., Hall, B., Hayman, R., Narayanan, P., Newman, K., and Tandon, R. 2021. Beyond partnerships: embracing complexity to understand and improve research collaboration for global development. *Canadian Journal of Development Studies*, 42(3): 326-346.

Week 12 (Nov. 30): Final Reflections and Looking Towards the Winter

There are no required readings this week.

UNIVERSITY OF GUELPH POLICIES

E-mail Communication

As per university regulations, all students are required to check their <mail.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) in writing, with your name, id#, and e-mail contact. See the Graduate 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).

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 Graduate 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.

More information: www.uoguelph.ca/sas

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.

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

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.