

IDEV*6200: DEVELOPMENT THEORY, ISSUES, AND PROCESS WINTER 2022 (Preliminary Outline)

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: ALEX 309

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-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/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%
Book Review	January 11, 2023	15%
Research Proposal	Feb. 1	5%
Research Presentation	Winter Weeks 5, 6, 7, 8, 9 & 11	20%
Research Essay	April 12	25%

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. You should prepare 3-4 questions based upon the readings and bring them with you each week.

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.

Research Presentation (20%)

*Students will conduct an **approximately 90-minute seminar style presentation** on their selected research topic. Presentations must **demonstrate the complexity of the selected development issue** and also **make an argument** related to the issue. For example, if you were presenting about sustainable food systems and development, a sample argument might be that agroecology and food sovereignty provide the most promising framework for addressing the social, environmental, and economic problems associated with the industrial approach to food production, distribution, and consumption. Elements of your presentation might then include: a) outlining the problems with the industrial approach; b) explaining agroecology and food sovereignty; and c) presenting a critical analysis of the framework that explains why you think it has value (i.e. that proves your argument).*

*Regardless of your topic area, **incorporating concrete examples** – or case studies – into your presentation will be helpful for illustrating your argument, and for making the topic clear to the class. You will also need to make sure that your argument is **well-justified by the literature**. You can do this in a variety of ways, including your choice of assigned readings and referencing academic literature (and other sources) throughout your presentation. Feel free to be **creative** with the presentation format and think about how you can get the class involved and excited about your topic, for example through an **activity and/or facilitated discussion**. Also consider how you can **relate your topic and argument to the themes discussed throughout the course**.*

*You should assign 50-70 pages of readings (or equivalent audio/visual material) on your topic to the class. **Material must be sent to the instructor 10 days prior to the presentation** so it can be approved, and uploaded to Courselink and/or put on reserve in the library.*

Research Proposal & Essay (5% + 25%)

*Students will write a thesis style research paper (i.e., a paper that makes an analytical argument) about a specific development issue of their choice. The first step in developing the paper will be to craft a research proposal. The **proposal should be 2-3** pages in length and should include: a preliminary thesis statement; a brief draft outline of the paper content and structure; and, a preliminary bibliography (with approximately 15 initial sources). Students will discuss their proposals with the Instructor to ensure they are on track to write a successful research essay. The final paper should be a **maximum of 6000 words**. It should be structured in a way that allows the reader to clearly follow the main argument, drawing on theoretical and empirical information. Ideally, papers should include sources from multiple disciplinary perspectives. Criteria for assessment will include: clarity and strength of thesis/argument; organization of paper; quality and appropriateness of bibliography; writing style.*

CLASS SCHEDULE

*****Readings and other assigned material will be posted on an ongoing basis*****

Week 1 (Jan. 11): “Journey of Hope”, Insights on Development Practice

*Guest speaker: Krishna KC, author of: *The journey of hope & global humanitarianism: Creating paths and building foundations for literacy and education worldwide**

Week 2 (Jan. 18):

Workshop A: Research Proposal Development

Workshop B: Writing a Grant Application (IDRC case study)

Week 3 (Jan. 25): Financial Literacy & Sustainable Food Systems (I)

Guest speaker (TBC): David Mhyre, co-founder of [My Oral Village](#)

Week 4 (Feb. 1): The Good, the Bad, and the Ugly of Participatory Action Research

Workshop: Community-Engaged, Participatory Action Research

Field Trip: 10C (<https://10carden.ca>)

Week 5 (Feb. 8): Food Waste & Sustainable Food Systems (II)

Student Presenter: Aurora

Week 6 (Feb. 15): Indigenous Peoples and Decolonizing Development

Student Presenter: Lauren

Mini Field Trip: UofG Arboretum

*******READING WEEK*******

Week 7 (March 1): Migrant Workers & Battling Impostor Syndrome

Student Presenter: Taelor

Workshop: Impostor Syndrome

Week 8 (March 8): Refugee Health & Development Evaluation/Consultancy

Student Presenter: Annika

Guest speaker (TBC): Sarah Pugh, Development Evaluation Consultant, and expert in Migration

Week 9 (March 15): Food (In)security & Sustainable Food Systems (III)

Student Presenter: Addie

Week 10 (March 22):

Workshop: Theory of Change, Evaluation Strategies, and Logic Models

Week 11 (March 29): Transformative Education & Sustainable Rural Development

Student Presenter: Nicole

Workshop: Crafting a CV for Development Work, Academia, and More

Week 12 (April 5): Final Reflections, Building Transnational Solidarity in a Changing World

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.