

# **IDEV\*2300 THEORETICAL PERSPECTIVES ON DEVELOPMENT**

Course Outline  
Guelph Institute of Development Studies  
University of Guelph

**Winter 2022**

**Professor Craig Johnson**

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Classes: Tuesdays and Thursdays, 10:00am-11:20am  
Office: MacKinnon 905  
Email: [cjohns06@uoguelph.ca](mailto:cjohns06@uoguelph.ca)  
Office hours: By appointment  
Graduate Teaching Assistant: Macey Cohen ([macey@uoguelph.ca](mailto:macey@uoguelph.ca))

## **LAND ACKNOWLEDGMENT**

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We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships. To learn more about your own connections with land and Indigenous history, have a look at this amazing [website](#).

## **COURSE OBJECTIVES**

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IDEV\*2300 explores the dominant and alternative theoretical perspectives that have been used to understand and define the field of international development studies. Students will examine the ways in which different theories have emerged and changed over time and how they relate to disciplinary and philosophical traditions. They will explore the impact of development theory on policy and practice aimed at bringing about development that is inclusive and sustainable.

## **LEARNING OUTCOMES**

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

1. Identify the key theoretical perspectives on inclusive and sustainable development, including their disciplinary and philosophical foundations.

2. Explain how and why prevailing theories of development have emerged, changed and been discarded over time.
3. Develop a critical understanding of critical and alternative theories that have shaped the field of development studies.
4. Reflect on one's own ideas, beliefs and values regarding inclusive and sustainable development.

## **COURSE DESCRIPTION**

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The course is divided into four parts. **Part One** provides a critical introduction to the study and practice of international development. **Part Two** next considers the “grand theories” of development, tracing the political economy of capitalist development in Europe and in various non-European settings. Insights about the nature and scale of European capitalism will inform our understanding of European colonialism, which at its zenith forced a liberalization whose parallels are comparable with contemporary globalization. **In Part Three**, we consider the strategies that developing countries have used to manage and plan national economic development during two critical phases: (1) the period immediately following the end of the Second World War; and (2) the period following the debt crises of the 1980s. Comparative and historical insights about these experiences will inform theoretical perspectives about globalization and the political economy of development in the contemporary era. Finally, in **Part Four**, we explore “alternative” countercurrents in post-colonialism, post-development, feminism and ecological theory.

## **REQUIRED READINGS**

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There are two texts that we will be using in the course:

1. Peet, R. and E. Hartwick (2015) *Theories of Development* Third Edition New York: Guilford Press
2. Kothari, A., Salleh, A., Escobar, A. Demaria, F. and Acosta, A. (2019) *Pluriverse: A Post-Development Dictionary* New Delhi: Tulika Books

The Peet and Hartwick text is available at the university bookstore, campus co-op and through most online retailers. The Kothari text and all other readings are available in electronic format on Courselink.

## **GRADING AND ASSESSMENT**

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| <b>Assessments</b>     | <b>Due date</b> | <b>Submission</b> | <b>Value</b> |
|------------------------|-----------------|-------------------|--------------|
| Critical reflection #1 | 28 January      | Dropbox           | 20%          |

|                        |             |         |     |
|------------------------|-------------|---------|-----|
| Critical reflection #2 | 18 February | Dropbox | 20% |
| Critical reflection #3 | 18 March    | Dropbox | 20% |
| Final take-home exam   | 15 April    | Dropbox | 40% |

**1. Critical Reflection Paper #1: Due in Dropbox no later than 11:59pm on 28 January**  
**Value: 20 per cent**

Critical Reflection #1 is intended to assess your knowledge and understanding of **Part One** of the course. The central question is as follows: *how do critical perspectives on race and coloniality inform our understanding of development?* The expectation is that you use the required readings from Part One of the course to inform your analysis. The reflection papers should be no longer than 1000 words, excluding title page and references. You are **not** expected to use any material that is not covered in the course but you are expected to substantiate your analysis with fully-cited references. Any form of referencing will be accepted.

**2. Critical Reflection Paper #2: Due in Dropbox no later than 11:59pm on February 18<sup>th</sup>**  
**Value: 20 per cent**

Critical Reflection #2 is intended to assess your knowledge and understanding of **Part Two** of the course. The central question is as follows: *disagreements about the meaning of exploitation undermine efforts to achieve social justice. Discuss critically, making explicit reference to three of the theoretical perspectives that we cover in Part Two of the course.* The expectation is that you use the required readings (including the required textbook) to inform your analysis. The reflection papers should be no longer than 1000 words, excluding title page and references. You are not expected to use any material that is not covered in the course but you are expected to substantiate your analysis with fully-cited references. Any referencing style will be accepted.

**3. Critical Reflection Paper #3: Due in Dropbox no later than 11:59pm on March 18<sup>th</sup>**  
**Value: 20 per cent**

Critical Reflection #3 is intended to assess your knowledge and understanding of **Part Four** of the course. The aim of the assignment is to select **one** of the chapters from the **Kothari “Pluriverse” textbook** and provide a critical reflection on the viability and desirability of the proposed alternative. The chapters are short and can be found in the **“Transformative Initiatives”** section – **pp. 79-139**. The idea is that you use the chapter to reflect on what you personally feel is a desirable development alternative for life as we know it on this planet. The papers should be no longer than 1000 words, excluding title page and references. You are not expected to use any material that is not covered in the course but you are expected to substantiate your analysis with fully-cited references. Any referencing style will be accepted.

**4. Final take home exam – Due in Dropbox no later than 11:59pm on April 15<sup>th</sup>**  
**Value: 40 per cent**

The final exam will assess your knowledge and understanding of the course material, focussing primarily on **Parts Three and Four** of the course. The format will be short and essay-style answers to questions about the course material. The expectation is that you demonstrate your knowledge and understanding of the material by making direct reference to the readings and lectures (including any films we watch in the course). You are not expected to use any material that is not covered in the course but you are expected to substantiate your analysis with fully-cited references. Any referencing style will be accepted.

## **UNIVERSITY AND COURSE POLICIES**

### **Drop Date:**

Courses that are one semester long must be dropped by 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.

### **Email Communication:**

According to university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official mode of communication between the University and its students. Expect that I will respond to your e-mails within 48 hours; if I do not, please resend your e-mail. If your question or concern is complicated, I may ask that we meet during office hours or at another scheduled time to address the issue in person. To ensure that your e-mail reaches my inbox, be sure to use a University of Guelph e-mail address. Include the course code and the nature of your question/comment in the subject line of the e-mail.

### **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. More information: [www.uoguelph.ca/sas](http://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. Please note: 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. The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Plagiarism includes improper acknowledgement or citation of the work of others, the inclusion of false or misleading references, and the resubmission of work that has already been evaluated at the University. Prevent inadvertent academic dishonesty by carefully referencing and citing the sources you use in your work. For advice on proper referencing, please see this [useful link](#).

### **Turnitin:**

In this course, we will be using Turnitin integrated with the Courselink Dropbox tool to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. Please contact me if you have questions about this software.

### **Recording of Materials:**

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

### **Student Resources:**

The Academic Calendars are the source of information about the University of Guelph’s

[procedures, policies, and regulations](#) that apply to undergraduate, graduate, and diploma programs.

### **Additional Student Resources:**

If you are concerned about any aspect of your academic program: make an appointment with a Program Counsellor in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills. You can also set up individualized appointments with a [learning specialist](#).

If you are struggling with wellness issues:

- [Counselling services](#) offers individualized appointments to help students work through personal struggles that may be impacting their academic performance.
- [Health Services](#) is available to provide medical attention.

### **COVID-19:**

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.

### **Policies on illness:**

The University will not require verification of illness (doctor's notes) for the 2022 winter semester.

### **Penalties for late submissions:**

Late submissions will receive a penalty of two (2) per cent per day (weekends and holidays included).

### **Online behaviour:**

Students are reminded that this is an online learning environment and that inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour may include:

Posting defamatory or inflammatory messages

Using obscene or offensive language

Copying or presenting someone else's work as your own

Adapting information from the Internet without using proper citations or references

Buying or selling term papers or assignments

Posting or selling course materials to course notes websites

Having someone else complete any of your coursework

Threatening or harassing a student or instructor online

Using the course website to promote profit-driven products or services

Attempting to compromise the security or functionality of the learning management system

Sharing your username and password

Recording lectures without the permission of the instructor

## **COURSE OUTLINE**

### **PART ONE: INTRODUCTION**

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#### **Week One: Introduction (11 and 13 January)**

*This week, we start the course by reading and listening to the work of Dr. Robtel Neajai Pailey, an Assistant Professor in the Department of Social Policy at the London School of Economics and Political Science. Pailey's essay and the accompanying podcast focus on the colonial and Eurocentric underpinnings of international development as a field of theory and practice. Pailey argues that Development Studies needs to actively confront the "white gaze" of superiority and patriarchy that underlies the development project. What does she mean by this and how does it affect your understanding of development?*

#### **Required Readings**

Pailey, Robtel Neajai (2019) "De-centring the 'White Gaze' of Development," *Development and Change* <https://DOI.org/10.1111/dech.12550>

Demeter M. (2021) "Development Studies in the World System of Global Knowledge Production: A Critical Empirical Analysis," *Progress in Development Studies*. December <https://doi.org/10.1177/14649934211060155>

#### **For Thursday's class:**

"Power in the Pandemic: Robtel Neajai Pailey on racism in development"

<https://powerinthepandemic.buzzsprout.com/833005/4144403-featured-voice-robtel-neajai-pailey-on-racism-in-development>

#### **Week Two: Concepts in contention: Theoretical perspectives on poverty, "coloniality" and development (18 and 20 January)**

*"Classifications are the cornerstone in any theorizing." So wrote Ankie Hoogvelt in her 2001 development studies textbook, Globalization and the Post-Colonial World (p. 217). Indeed, when we think about international development, we often think about classifications that are used to measure and evaluate national economies through statistical indicators, such as gross national product, income per capita and the Human Development Index. This week we reflect critically on these and other metrics of development, exploring the theoretical biases and assumptions that underlie the construction of mainstream development concepts.*

#### **Required Readings**

Peet and Hartwick, Chapter 1



## **PART TWO: THE GRAND THEORIES**

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*The "grand theories" of development owe a strong intellectual debt to three eminent social theorists: Emile Durkheim, Max Weber and Karl Marx. All were concerned with the material and ideological implications of the industrialization of primarily agrarian and feudal societies, and all theorized (in very different ways) the impact that modernization would have on the structure of society. For Weber and Durkheim, modernization entailed new forms of social organization, which involved new divisions of labour, and the creation of a modern bureaucracy whose formal institutions and practices would (in theory) manage the changing needs of an increasingly complex society. For Marx, modernization entailed a particular form of development whereby producers (e.g. peasants, artisans, etc.) were separated (often through periods of extreme violence and hardship) from the principal means of economic production (e.g. land, tools, etc.), creating the conditions under which the new owners of capital (which included, for instance, factories, machinery, etc.) could extract the "surplus value" (i.e. the value of labour over and beyond the cost) of human labour. Unlike Weber and Durkheim, Marx theorized that the "capitalist mode" of production (i.e. the division of labour under capitalism) entailed systemic contradictions, which would eventually lead to economic crisis, social upheaval and revolution. In Part Two of the course, we consider the ways in which these and other theories have been used to understand and explain the nature of poverty, exploitation and capitalist development.*

### **Week Three: Modernization and development (25 and 27 January)**

*What is modernization? What is "modernization theory?" How did Durkheim and Weber contribute to our understanding of social and economic modernization? What is structural-functionalism and how did it contribute to our understanding of social theory? What are the limitations and contradictions of modernization theory? What relevance (if any) does modernization theory have to our understanding of contemporary development issues and challenges?*

#### **Required Readings**

Peet and Hartwick, pp. 123-32; 138-59

### **Week Four: Marxism and development (1 and 3 February)**

*What is labour? What is capital? What is capitalism? How is it different from feudalism? Are there different kinds of capitalism? Are capitalism and development synonymous? If not, why not? How does the mode of production affect the development of capitalism? What is class analysis? What*

is “surplus value?” What was “the mode of production” debate? What relevance (if any) does Marxist theory have to our understanding of contemporary development issues and challenges?

### **Required Readings**

Peet and Hartwick, pp. 163-188

### **Week Five: Dependency and development (8 and 10 February)**

*What is dependency theory and where did it come from? How (and how well) does it explain structural inequality in the global south? What is world systems theory and how does it differ from dependency theory? What is regulation theory and how does it advance our understanding of global capitalism? What are some of the fundamental differences between Marxist and neo-Marxist perspectives on economic development and social change?*

### **Required Readings**

Peet and Hartwick, pp. 188-210

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## **PART THREE: DEVELOPMENT IN PRACTICE**

*In this part of the course, we consider the strategies that national governments used to manage and plan economic development during two critical phases: (1) the period immediately following the end of the Second World War; and (2) the period following the debt crises of the 1980s. Widespread in the literature on globalization and development is the notion that the liberalization of national policies regulating trade and investment has weakened the ability of national governments to protect vulnerable groups and sectors from market volatility and economic downturn. Within political science, comparative perspectives on globalization highlight the varied ability of states to respond to the complexities of liberalization and macro-economic reform. The literature on the “developmental states” of East Asia, for instance, highlights the ability of governments in South Korea, Taiwan and Japan to manage the entry of their economies into the world economy by protecting infant industries through the use and gradual removal of tariffs, subsidies and other forms of economic protection. However, the strategies pursued in these instances were implemented during the 1960s and 1970s, a period that precedes significantly the current age of liberalization and neoliberal reform.*

### **Week Six: Review and Midterm Exam The miracle of the market? Classical and neo-classical theories of development (15 and 17 February)**

*What is neoclassical theory, and how does it inform our understanding of economic development? To what extent does it help to explain contemporary globalization? How does it differ from classical economic theory?*

### ***Required readings***

Peet and Hartwick, pp. 25-6; 29-36; 42-7; 51-72

**\*\*\* Reading Week – No Classes – 21-25 February Reading Week \*\*\***

### **Week Seven: The role of the state in national economic development: From Keynesian economics to neoliberalism (1 and 3 March)**

*What are Keynesian and neoliberal perspectives on economic development? How do they understand and address enduring economic problems, such as poverty, inequality and unemployment? What is developmental state theory and where did it come from? How (and how well) does it explain the rise of China, India, Brazil and other “emerging economies?”*

### ***Required readings***

Peet and Hartwick, pp. 72-101; 113-18

## **PART FOUR : COUNTERCURRENTS**

*Towards the end of the 1980s, development scholars began to question the aims and practices of what is now frequently (and, for some, posthumously) called “the development project.” Influenced by post-modern and post-structuralist thinking about knowledge, progress and reason, “post-development” questioned not only the aims and “unintended consequences” of international development efforts, but also the very idea that collective (and primarily Western) efforts can or should aim to improve the lives of those less fortunate. Subject to criticism in this literature were the goals of progress, modernization and the application of reason, as well as the institutions and institutional practices through which intentional development efforts had been defined and pursued since the end of the Second World War. In Part Four of the course, we compare and contrast post-development, post-colonialism, feminist theory, ecological theory, and what Peet and Hartwick call “Critical Modernism.”*

### **Week Eight: Post-colonialism and post-development (8 and 10 March)**

*What is post-development and where did it come from? How does it compare and contrast with post-colonialism? How does it advance our understanding of development? How does it contribute to research, scholarship and praxis? What does it mean to decolonize development?*

### ***Required readings***

Peet and Hartwick, pp. 222-228; 234-58

Gudynas, Eduardo (2011) “*Buen vivir: Today’s tomorrow,*” *Development* 54(4), 441–447.  
doi:10.1057/dev.2011.86

### **Week Nine: Feminist theories of gender and development (15 and 17 March)**

*How does feminist theory challenge our understanding of women, gender and development? How (and why) has it changed over time? What is “intersectionality,” and how does it influence our understanding of gender, race, ethnicity and sexuality? What is “gender analysis” and how does it manifest itself in development theory and practice?*

#### **Required readings**

Peet and Hartwick, Chapter 7

Agarwal, Bina (1997) “Bargaining” and Gender Relations: Within and Beyond the Household, *Feminist Economics*,” 3:1, 1-51, DOI: 10.1080/135457097338799

### **Week Ten: The ecological critique (22 and 24 March)**

*How do ecological limits challenge our understanding of capitalist development and economic growth? To what extent does sustainable development offer a way forward? Is green growth possible or even desirable? What are the implications of adopting a “de-growth” agenda? To what extent is “development” (or the contemporary form of capitalist development) to blame for the contemporary environmental crisis?*

#### **Required readings**

Hickel, J. & G. Kallis (2020) “Is Green Growth Possible?,” *New Political Economy*, 25:4,469-486, DOI: [10.1080/13563467.2019.1598964](https://doi.org/10.1080/13563467.2019.1598964)

Harvey, D. (2008) “The Right to the City,” *New Left Review* 53 Sept/Oct 2008, pp. 23-40

### **Week Eleven: Beyond development? “Critical modernism” and the future of development (29 and 31 March)**

*Peet and Hartwick argue that “critical modernism” offers an important means of transcending the theoretical impasse between modernization theory and post-development. What do they mean by “critical modernism?” To what extent does it offer a reasonable course of action? How radical (and realistic) is their understanding of radical democracy?*

#### **Required readings**

Peet and Hartwick, Chapter 8

### **Week Twelve: Summary and Review (5 and 7 April)**

*Originally published in Spanish, Uruguayan scholar Eduardo Gudynas’s essay assesses and addresses many of the intellectual trends and theories that we cover in this course. The chapter provides an excellent means of reviewing and reflecting upon what you have learned in the course.*

### ***Required readings***

Gudynas, Eduardo (2013) “Debates on development and its alternatives in Latin America: a brief heterodox guide,” in Miriam Lang y Dunia Mokrani (Eds) *Beyond Development: Alternative Visions from Latin America* Quito: Fundación Rosa Luxemburg and Abya Yala, pp. 15-39

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### **Grading Rubric: Marking Criteria for Assignments**

**Thesis:** The thesis should be clear and integrate the required parts of the essay. The best thesis statements are creative, sophisticated, and easily identifiable.

**Structure:** The structure should be understandable and well organized. Transitions between parts of the paper should be smooth and effective, and paragraphs should be properly written (topic sentences, transitions between paragraphs, etc.).

**Use of evidence:** Evidence should indicate deep understanding (the best evidence to make a point should be chosen). Evidence should be integrated within paragraphs to buttress all points.

**Analysis and Reflection:** Evidence should clearly be related to paragraph topic sentences. The analysis should be fresh and interesting, posing new and creative ways to think about the material.

**Logic and argumentation:** Ideas in the paper should flow logically; the argument should be identifiable, reasonable and sound. The author should consider counter arguments and deal with them effectively, showing an understanding of the limits of her or his own argument.

**Mechanics:** Sentence structure, grammar, and diction should be excellent, with the correct use of punctuation and citation style, and minimal to no spelling errors.

**A-range papers:** papers reflect a mastery of the material and are excellent in all areas listed above with creativity and insight.

**B-range papers:** papers are solid in all areas, covering adequate ground for an argument.

**C-range papers:** papers have strengths in some areas listed above but there are definite inadequacies in others, in particular: the thesis; the use of evidence; analysis and reflections; and/or logic and argumentation.

**D-range papers:** papers have inadequacies in all areas.

**F papers:** papers are unacceptably weak in all areas.



## ABOUT YOUR INSTRUCTOR

**Dr. Craig Johnson** is Professor of Political Science and Director of the Guelph Institute of Development Studies. He holds a Ph.D. in International Development from the London School of Economics (2000), and has taught at the London School of Economics, the School of Oriental and African Studies, University College London and the University of Oxford. Between 2000 and 2002, he was a post-doctoral fellow with the Overseas Development Institute in London, where he helped lead a three-year study of liberalization and livelihood diversification in India, Nepal and Bangladesh. In 2009, he was an ESRC-SSRC Visiting Fellow with the Tyndall Centre for Climate Change Research and the Environmental Change Institute, both at the University of Oxford. In 2013, he was a Senior Visiting Fellow with the Institute for Advanced Sustainability Studies in Potsdam, Germany. Dr. Johnson has published widely in the field of development, focusing primarily on questions of governance, livelihoods and the environment. His publications include: *Policy Windows and Livelihood Futures: Prospects for Poverty Reduction in Rural India* (Oxford University Press, 2006), *Arresting Development: The Power of Knowledge for Social Change* (Routledge, 2009), *The Urban Climate Challenge: Rethinking the Role of Cities in the Global Climate Regime* (Routledge, 2015), *the Power of Cities in Global Climate Politics* (Palgrave/MacMillan, 2018) and *Cambio climático y comunidades indígenas en los Andes del Ecuador (Climate Change and Indigenous Communities in the Andes of Ecuador – with Luis Alberto Tuaza Castro and Matthew McBurney)* (Universidad Nacional de Chimborazo, 2021). He is currently leading an international team of researchers that is investigating the political economy of lithium extraction in Canada, Australia, and the “lithium triangle” of Argentina, Bolivia and Chile.