

DEVELOPMENT STUDIES (DEST) 201 - L 01 -FALL 2018
INTRODUCTION TO DEVELOPMENT STUDIES
LECTURES: TUESDAYS & THURSDAYS 11:00 - 12:15, MFH 160

Instructor: Dr. Apentiik
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Office Hours: Wednesday 1:00-2:00pm or by appointment

Teaching Assistant: TBA
Office Location: TBA
E-Mail: TBA
Office Hours: TBA

COURSE DESCRIPTION

This course is designed to provide students with a strong foundation and understanding of the major theoretical and methodological debates and approaches that have informed global development thinking, policy, and practice over the past 60 years. The emphasis will be to examine the historical context in which different theoretical approaches to development have emerged and their current practical implications for both “developed” and “developing” countries.

Drawing on national and international case studies, the course will examine the meanings of the term “development” and the historical processes behind the emergence of major global complex development issues, such as poverty, inequality, and injustice. Students will have the unique opportunity to critically reflect and analyze how certain parts of the world came to be classified as “underdeveloped” and in need of “development” solutions. Students are strongly urged to use this opportunity to ‘think outside the box’, open their minds to the possibility that no single theoretical position has all the answers to the today’s development challenges; and thus, there is the need to consider new ways of conceptualizing and addressing developmental problems around the world.

OBJECTIVES OF THE COURSE

The objective of this course is to provide students with the tools and theoretical framework for understanding, critically analyzing, and assessing the various debates relating to development, in both international and local contexts from an interdisciplinary perspective. The course is also aimed at providing a strong foundation for subsequent courses in Development Studies.

COURSE OUTCOMES

By the end of the course, students should be able to:

- demonstrate a sound understanding of the basic concepts and theories of development and its changing definitions over the course of the twentieth century to the present;
- critically evaluate and assess the strengths and weaknesses of the main concepts and theories that have informed past and current development practices, at both international and local contexts from an interdisciplinary perspective;

- demonstrate a critical understanding of how individual identities, global processes, and experiences shape societal problems (e.g. poverty, injustice, and environmental crises), and create challenges to, and opportunities for development;
- demonstrate a good understanding of the different roles of development actors, and the debates about their role and impact.
- hone their skills at critical reading, critical thinking, and critical writing on global development issues and debates.
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TEXTBOOKS AND READINGS:

Haslam, P.A., Schafer, J., & Beaudet, P. (Eds.) (2017). *Introduction to International Development: Approaches, Actors and Issues*. 3rd Edition. Oxford: Oxford University Press.

ADDITIONAL RECOMMENDED BOOKS

- Swanepol, D. (Ed.) (2000). *Introduction to Development Studies*. Oxford: Oxford University Press.
- Allen, T., & Thomas, A. (Eds.) (2000) *Poverty and Development into the 21st Century*. Oxford: Oxford University Press.
- Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.

USEFUL RESOURCES (JOURNALS, PERIODICALS, ANNUALS, DATABASES, & WEB SOURCES)

- Canadian Journal of Development Studies
- Canadian Development Report
- Development Policy Review
- IDS Bulletin
- Development and Change
- Journal of Development in Practice
- Journal of Development Studies
- Canadian International Development
- Journal of International Development
- World Development
- Amnesty, *Human Rights Yearbook*
- UNDP, *Human Development Report*
- UNICEF, *State of the World's Children*
- IDS Bulletin
- World Bank, *World Development Report*
<http://www.odihpn.org/>
- IDS Sussex:
<http://www.ids.ac.uk/ids/info/index.html>
- World Bank:
<http://worldbank.org/deveforum/index.html>
- Human Development Reports:
<http://hdr.undp.org/reports/global/2004>
- Humanitarian Practice Network

ASSIGNMENTS AND EVALUATION

Critical review paper	20%	Due Oct. 11 (to be collected in class)
Mid-Term Exam	40%	Oct 25 (closed book exam)
Final Exam	40%	To be scheduled by Registrar.

Note: All assignments must be completed in order to pass the course. All written assignments

(including, although to a lesser extent, written exams) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (punctuation, sentence structure etc.) but also general clarity and grammar.

CRITICAL REVIEW PAPER 20% (Due Oct 11: to be collected in class in hard copy).

The critical review assignment will be based on chapter 21 (“Conflict and Development”) of the textbook: Haslam, P.A., Schafer, J., & Beaudet P. (Eds.) (2017). *Introduction to International Development: Approaches, Actors and Issues*. 3rd Edition. Oxford: Oxford University Press.

Requirements of the paper

- Length of paper: A maximum of **3 PAGES, TYPED, AND DOUBLED-SPACED in 12 POINT FONT**. Going over the page limit may result in reduction of grade (e.g. from A to A- or A- to B+).
- Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered.
- Double-sided printing of assignment is encouraged to save paper, but is not mandatory.
- Please include the following on the title page: title of paper, course code, instructor's name, student ID, and date of submission.
- In addition to your textbook, please include a minimum of 3-4 properly cited and referenced scholarly peer-reviewed references.
- In-text citation and final list of references must be in APA format (see examples below).
 - **Book referencing example:**
Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.
 - **Journal article referencing examples:**
Clever, F. (1999). Paradoxes of participation: questioning participatory approaches to development. *Journal of International Development*, 11(4), 597-612.
Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies*, 24(4), 592-615.
 - **Chapter in a book example:**
Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.
 - **Online newspaper article example:**
Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>.

It is the student's responsibility to keep a copy of each assignment submitted. Students should be prepared to provide a second copy of their assignment if requested. Students who cannot provide a second copy of their essays may risk receiving a zero grade for this portion of the course.

Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in ES 620. A nighttime drop box is also available for approved after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

MIDTERM EXAM; 40% (Oct. 25; in-class closed book exam)

This is a closed-book exam designed to test your grasp of the material covered in lectures, tutorials, and from course readings, up to the date of the exam. This means that you will be expected to have read all the required readings on topics covered in the course, up to the date of the exam. The best way to prepare for this exercise is to read and reflect on lectures, guest lectures and course readings. Exams will also cover lectures by guest speakers, and information from videos/films shown in the class.

Please note: No alternate dates for the exam will be provided unless a student has been legitimately excused.

REGISTRAR-SCHEDULED FINAL EXAMINATION (40%): YES

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening. However, there is NO guarantee that the exam will NOT be scheduled during the day. The final examination is closed-book.

Both midterm and final exams have mixed format – a combination of short and long answers.

Note: All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.

POLICY FOR LATE ASSIGNMENTS & MISSED EXAMS.

a). Assignments submitted after the deadline may be penalized with the loss of a grade (e.g. A- to B+) for each day late. Extensions will only be granted under extraordinary circumstances. See *Request for Extension Form* on D2L. This form should be filled out and submitted to me two weeks before the due date for the submission of the assignment.

b) Similarly, no alternate dates for exams will be provided unless a student has been legitimately excused or have tangible reasons supported with documentation. The same policy applies to missed exams.

ADDITIONAL INFORMATION: USE OF EMAIL

Due to a high volume of daily e-mail messages, students are advised to meet me in person during office hours or make an appointment in the case of an issue that requires urgent attention. Please note that e-mail messages can be sent to the wrong address, can be accidentally deleted or buried, or can disappear into cyberspace. All questions and requests should therefore be made in person, especially if they concern extensions and other serious or urgent matters. I normally reply emails within 72 hours during regular business hours. Questions of general interest can and will be addressed in class. Students are advised to use their **ucalgary** student accounts in all email communication on issues related to this course, including all correspondence with peers and Instructor. All course related communication with peers and instructor should be formal. This means that emails must be clearly written, devoid of short-hand and other forms of informalities.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As consequence, students should identify themselves on all written work by using their ID number. In addition, you will be required to provide a piece of picture identification to pick up an assignment or look at a final exam. For more information: <http://www.ucalgary.ca/secretariat/privacy>

GRADING SYSTEM

The following grading system is used in the Faculty of Arts. Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. An F will be converted to zero.

Grading Scale	
A+	94.9 – 100
A	89.9 – 94.8
A -	84.9 – 89.8
B+	79.9 – 84.8
B	74.9 – 79.8
B-	70.9 – 74.8
C+	66.9 – 70.8
C	62.9 – 66.8
C-	58.9 – 62.8
D+	54.9 – 58.8
D	49.9 – 54.8
F	49.8 and below

PLAGIARISM

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources.

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

The use of cell phones is not allowed during lectures. Students may use computers in class, however, the instructor reserves the right to forbid students from using computers if their use is disruptive to the class. This may include chatting online, playing music or games etc. during class.

ACADEMIC MISCONDUCT

For information on academic misconduct and the consequences thereof please see the current University of Calgary calendar at the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course, Pascale Sicotte.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

DEFERRED EXAMS/ASSIGNMENTS:

The format of a deferred examination/assignment will likely vary from the original format on the scheduled exam. .

IE: Essays or short answers rather than multiple choice.

TEACHING EVALUATIONS / USRIS (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising

- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman's office: <http://www.ucalgary.ca/ombuds/>