

# THE DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

## DEVELOPMENT STUDIES INTERDISCIPLINARY PROGRAM

### DEST 393: Winter 2019

#### **Theories and Applications of Development**

Tuesdays and Thursdays 09:30am to 10:45am

Room: Science A 247

#### **Instructor:**

- Adriana Rincón
- Email: [adriana.rincon@ucalgary.ca](mailto:adriana.rincon@ucalgary.ca)
- Office location: TBA
- Office hours: 11am-12pm, Tuesdays and Thursdays, or by appointment

#### **Graduate Teaching Assistant:**

- Kent Spiers
- Email: [kent.spiers@ucalgary.ca](mailto:kent.spiers@ucalgary.ca)
- Office location: TBA
- Office Hours: 11am-12pm Wednesdays.

#### **Prerequisites**

DEST 201 or permission from the instructor

#### **Course description**

This course aims to explore the evolution of past and present development debates, and to provide analytical tools to think critically about notions of development, as well as the roles and identities embedded in them. We will examine the history and trajectory of development thinking, from classic—conventional and critical—political economy to theories of modernization, dependency, developmentalism, and neoliberalism, as well as critical development theory, post-development, and feminist theories. Along with exploring the epistemological foundations of development, this course uses case studies in order to generate spaces for reflection on how development looks like in practice, and more importantly, how its practices may benefit from or, on the contrary, may have the potential of challenging systems of oppressions such as gender, class, race, and contemporary colonialism. Assignments will include in-class activities, three quizzes, a film analysis, a group presentation, and a final paper. No textbook is required for this course. Readings are available on D2L.

#### **Learning Outcomes**

Upon successful completion of this course, the student will be able to:

- Interrogate the assumptions behind mainstream conceptualizations of development.
- Think critically about the major theoretical and conceptual approaches to development studies.

- Improve verbal and writing skills.
- Explore specific examples of top-down and bottom-up development projects and institutions, as well as their logics, narratives, spaces, and assumptions.

### **Expectations of students:**

- Students are expected to be respectful during class discussions. This includes listening to others, not interrupting, not speaking while others are talking, and using respectful and inclusive language at all times. This course aims to be a safe space of free expression, empathy, and mutual understanding.
- Attendance is expected in all course meetings, with the exception of circumstances such as illness or family emergency. If you must miss a class, you need to contact the instructor beforehand via email. It is your responsibility to make up any missed work.
- All assignments are expected to be on time, with the exception of extenuating circumstances such as the aforementioned ones.
- You may bring your laptop, tablet, or cellphone to all sessions. We will conduct some in-class activities through Top Hat, which require the use of any of them. The use of your phones during class time should be limited to the in-class activities in which we use Top Hat.
- Class will begin promptly at the start time and will finish at the end time. Please refrain from packing early. In case you have to leave the classroom before the session ends, please let the course instructor or TA know at the beginning of class.
- You should come prepared to every class by having critically read the assigned readings. Reading closely and critically means re-reading, taking notes, stopping to reflect and writing down your reflections. I recommend that you bring a physical or electronic copy of your assigned material with you to class.

### **Grade Breakdown:**

- 10% Participation
- 5% online tutorial and test      February 26/19
- 15% Quizzes (3)                      Jan 29, Feb 12, April 9<sup>th</sup> 2019
- 10% Film analysis                      March 5<sup>th</sup>, 2019
- 15% Final paper proposal              March 26<sup>th</sup>, 2019
- 15% Group presentations              March 14<sup>th</sup> 2019
- 30% Final Paper                         April 25<sup>th</sup>, 2019

### **Description of course assignments:**

- Participation (10%): Participation is an essential component to this course. We will do in-class activities most of the sessions, and for some of them we will use Top Hat. Only 5 of the in-class activities will be graded (2% each). I will announce at the beginning of class whether or not the activity for that day is going to be graded.
- Online tutorial and test (5%): In order to know how to properly make citations on their assignments, students will do the University of Indiana’s “How to Recognize Plagiarism” online tutorial and test, available at:  
<https://www.indiana.edu/~academy/firstPrinciples/index.html>

Upon successful completion of the test, students must submit a copy of their certificate to the D2L platform.

- Quizzes (15%): You will take a total of 3 (three) quizzes throughout the course. Each quiz is worth 5%. The first quiz will ask you to locate countries from the Latin American, African, and Asian regions. The other 2 quizzes will test your understanding of the topics of the class. Details to be discussed in class.
- Film analysis (10%): You will write a short essay about Film#1, based on a questionnaire provided by the course instructor. Details to be discussed in class.
- Final paper proposal (15%): Before starting to write your final paper, you will need to submit a brief outline on your proposed topic. Details to be discussed in class.
- Group presentations (15%): This activity explores the question of, who are the actors of development? Who has the power to “develop”? Students will divide into groups, and each group will present one selected international organization (i.e. intergovernmental organizations, NGOs, INGOs, development agencies, private foundations) dedicated to promoting, fostering, and implementing international development. The course instructor will provide a list and each group will pick one to present in class. On the day of the presentation, the group must give the course instructor a handout that summarizes their main points. Details to be discussed in class.
- Final Paper (30%): For your final paper, you will write a 2000-words essay on a topic relevant to the course. Details to be discussed in class.

*Extra-credit opportunities (5%):*

Students will have the opportunity to receive extra credit. If interested, you will need to attend a pre-approved event relevant to the course themes. The course instructor/TA will announce such events in D2L. If you choose to find your own event, please let the course instructor/TA know beforehand. To earn extra credit, you must:

1. Attend the event for its entirety (please bring proof of your attendance to the event. You can take pictures, bring literature from the event, etc.)
2. Write a 500-words reflective summary of the event showing its relevance to the course themes

You will receive credit for a maximum of one event, which will count up to 5% of the total grade of the course.

**Grades:**

The final mark out of 100, will then be converted to a letter grade as follows:

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

### Citation and writing guidelines:

For referencing use the Chicago Manual of Style (CMOS), Author-Date system. For detailed information on the CMOS 17<sup>th</sup> edition, see:

<https://www.chicagomanualofstyle.org/book/ed17/part3/ch15/toc.html> and

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html). The CMOS website is fully accessible within the university.

Papers should be:

- Submitted via D2L by 11:59pm on **due date**, unless otherwise instructed. Late work will be penalized by 10% per day. Please do not send your assignments via email
- Typed and page numbered
- 1.5 spaced with 1” margins and Times New Roman 12 pt. font
- Spelling and grammar edited (do not rely solely on your word processor’s spellcheck!)
- Written in scholarly form (proper and consistent citations): Please refer to the *Plagiarism and Cheating* and *Academic Integrity* sections of this syllabus.

### Required textbook:

No textbook is required for this course. Readings are available on D2L.

**Course communication:** We will communicate through email and D2L. You will need to check your messages before *every* session. The course instructor and the TA will post all the readings, assignment prompts, and news about the class in D2L, so it is the students’ responsibility to stay informed on a permanent basis about all these activities.

### Course structure and content – Tentative

Week	Date	Session Topics	Required readings for the session	Assignment due (other than the required readings)
1	January 10	Introductions Conversation about the syllabus, class, and expectations		
2	January 15	<b>Meanings of Development</b>	Rist, Gilbert. 2014. <i>The history of development: From Western Origins to Global Faith</i> . London: Zed Books. Introduction, 8-24.	
	January 17	<b>Meanings of Development (II)</b>	Esteva, Gustavo. “Development.” 2010. In <i>The Development Dictionary: A Guide to Knowledge as Power</i> , edited by Wolfgang Sachs. 2nd ed., 1-23. London: Zed Books.	

<b>3</b>	January 22	<b>The Origins of Capitalist Development</b>	Hunt, Diana. 1989. <i>Economic Theories of Development</i> . Lanham, MD: Rowman & Littlefield. Chapter 2, 7-40.	
	January 24	<b>The Origins of Capitalist Development (II)</b>	Escobar, Arturo. 2011. "The Problematization of Poverty: The Tale of Three Worlds and Development" (Chapter 2). In <i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton, NJ: Princeton University Press.	
<b>4</b>	January 29	<b>Colonialism, decolonization, and development</b>	McMichael, Philip. 2008. <i>Development and Social Change: A Global Perspective</i> . 4 <sup>th</sup> ed. Los Angeles: Pine Forge Press. Chapter 2, 25-54.	<b>Quiz#1</b>
	January 31	<b>Modernization Theory</b>	Peet, Richard, and Elaine Hartwick. 2015. <i>Theories of Development: Contentions, Arguments, Alternatives</i> . New York: Guilford Publications. Chapter 4, 119-160.  <b>Suggested:</b> Rostow, Walt W. 1959. "The stages of economic growth." <i>The Economic History Review</i> 12 (1): 1-16.	
<b>5</b>	February 5	<b>Modernization Theory (II)</b>	[Same readings as in the previous session]	
	February 7	<b>Structuralist and Dependency Theory</b>	Cardoso, Fernando Henrique, and Enzo Faletto. 1979. <i>Dependency and Development in Latin America (Dependencia y desarrollo en América Latina, engl.)</i> . Berkeley: University of California Press. Introduction and Chapter 6, 1-7 and 149-171.  <b>Suggested:</b> Prebisch, Raúl. 1962. "The Economic Development of Latin America and Its Principal Problems." <i>Economic Bulletin for Latin America</i> 7 (1): 1-22.	
<b>6</b>	February 12	<b>Structuralist and Dependency Theory (II)</b>	[Same readings as in the previous session]  <b>Suggested:</b> Saad Filho, Alfredo. 2005. "The Rise and Decline of Latin American	<b>Quiz#2</b>

			Structuralism and Dependency Theory.” In <i>The Origins of Development Economics</i> , edited by Jomo K. S. and Eric Reinert, 128-145. London: Zed Books.	
	February 14	<b>Film#1 TBA</b>		
<b>7</b>	February 19 Midterm break (no class)			
	February 21 Midterm break (no class)			
<b>8</b>	February 26	<b>The Developmental State and the East Asian Miracle</b>	Bowles, Paul. 2018. “The Developmental State and Late Industrialization: Still feasible? And desirable?” In <i>The Essential Guide to Critical Development Studies</i> , edited by Henry Veltmeyer and Paul Bowles. Routledge Critical Development Studies 3. London: Routledge. Chapter 17, 225-234.	<b>Online tutorial and test due</b>
	February 28	<b>The Developmental State and the East Asian Miracle (II)</b>	Kay, Cristóbal. 2002. “Why East Asia overtook Latin America: Agrarian reform, industrialisation and development”, <i>Third World Quarterly</i> , 23:6, 1073-1102	
<b>9</b>	March 5	<b>Film#2 TBA</b>		<b>Film#1 Analysis due</b>
	March 7	<b>Neoliberalism and Globalization</b>	Harvey, David. 2007. “Neoliberalism as Creative Destruction.” <i>The Annals of the American Academy of Political and Social Science</i> 610, 1: 21–44.  <b>Suggested:</b> Cammack, Paul. 2001. “Neoliberalism, the World Bank, and the New Politics of Development” In <i>Development theory and practice: Critical perspectives</i> . Edited by Uma Kothari and Martin Minogue. Macmillan International Higher Education.	
<b>10</b>	March 12	<b>Neoliberalism and Globalization (II)</b>	Van Waeyenberge, Elisa. 2018. “The Post-Washington Consensus.” In <i>The Essential Guide to Critical Development Studies</i> , edited by Henry Veltmeyer and Paul Bowles. Routledge Critical Development Studies. London: Routledge. Chapter 15, 205-214.	

	March 14	<b>The post-Washington consensus paradigm: <i>Good governance</i>, MDG, SDG, human development</b>		<b>Group presentations</b>
	11	March 19	<b>The post-Washington consensus paradigm: <i>Good governance</i>, MDG, SDG, human development (II)</b>	<b>Group presentations</b>
		March 21	<b>Post-Development</b>	Escobar, Arturo. 2011. <i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton, NJ: Princeton University Press. Chapter 6, 212-226.  <b>Suggested:</b> Doty, Roxanne Lynn. <i>Imperial Encounters : The Politics of Representation in North-South Relations</i> . Minneapolis: University of Minnesota Press, 1996. Chapter 6.
12	March 26	<b>Feminist perspectives on Development</b>	Parpart, Jane. 1995. "Deconstructing the Development 'Expert', Gender, development, and the 'vulnerable groups'." In <i>Feminism/ Postmodernism/ Development</i> , edited by Marianne H. Marchand and Jane L. Parpart. New York: Routledge. Chapter 12, 221-243.	<b>Paper proposal due</b>
		March 28	<b>Post- colonial and Decolonial approaches to development</b>	Ranta, Eija Maria. 2016. "Toward a Decolonial Alternative to Development? The Emergence and Shortcomings of <i>Vivir Bien</i> as State Policy in Bolivia in the Era of Globalization." <i>Globalizations</i> 13 (4): 1-15.
13	April 2	<b>Uneven ecologies</b>	Bradley C. Parks & J. Timmons Roberts. 2006. "Globalization, Vulnerability to Climate Change, and Perceived Injustice", <i>Society and Natural Resources</i> , 19:4, 337-355.	
		April 4	<b>Uneven ecologies (II)</b>	<i>Guest speaker:</i> Danilo Borja

			PhD student, Department of Geography, University of Calgary	
<b>14</b>	April 9	<b>Critical Development Theory</b>	Veltmeyer, Henry, and Paul Bowles. 2018. <i>The Essential Guide to Critical Development Studies</i> . Routledge Critical Development Studies. London: Routledge. 1-12.	<b>Quiz#3</b>
	April 11 (Last session)	<b>Course overview and wrap up</b>		
	<b>Final paper due date, April 25</b>			<b>Final paper due</b>

### **PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

### **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

### **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.

### **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

### **TEACHING EVALUATIONS / USRI (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](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://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](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

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