

IDEV*4500
ADVANCED SEMINAR IN INTERNATIONAL DEVELOPMENT
(Section 1)

Collaborative International Development Studies
University of Guelph

Fall 2008

Thursdays, 2:30 - 5:20
Rozanski Hall, Room 106

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Office: MacKinnon 539
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(Or by appointment)

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Overview

This seminar aims at helping students understand better international development through an analysis of the difference between development in theory and practice. It will study the way development aid works and how development studies approaches the subject of development. It provides an opportunity for students to reflect critically on what they have learned in international development and on the value of their studies for practices of international development.

Development studies is strongly an inter-disciplinary field and the course will reflect upon the value of inter-disciplinarity and associated drawbacks and challenges. We will ask questions such as how do international development students feel about the lack of disciplinary specialization? How do researchers and practitioners pull together material from different fields? How does an inter-disciplinary focus help to inform the ‘practice’ of development?

Development studies also has an applied focus, often engaging directly with policymakers, while at the same time frequently being critical of development policies. This seminar will provide an opportunity to reflect on some of the major questions facing development ‘practice,’ and on the individual’s own role in the process of international development. As such, we will ask the following questions: What are the moral and practical arguments for Canadians and others to engage in international development and how might they do this to most effect? Have decades of international development brought positive change? What are the major constraints that have been faced by development efforts? In an increasingly integrated global world, how has the role of international development changed, and what more can and should be done in response?

This seminar has a strong practical orientation. It focuses on, and interrogates, ‘practices’ of development through the examination of both current policy documents and recent research works and commentaries. As a result, students should approach the seminar from a critical perspective, but also with a willingness to challenge their own ideas, and for these ideas to be challenged by others.

Course Objectives

The overall objective of the course is for imminent CIDS graduates *to examine critically the nature of contemporary development studies and ‘practices.’* In pursuit of this objective, the aims of the course are to:

- Assess critically inter-disciplinary study in the field of international development and develop an understanding of the strengths and weaknesses of an inter-disciplinary approach to research and scholarship;
- Examine critically development studies as an academic discipline and as a vocation-based area of study;
- Explore current debates surrounding the nature of development ‘practice,’ especially in regard to positioning the global political economy;
- Approach critically a number of key issues and debates in development studies and ‘practice’ and understand their complexity;
- Enhance skills in critical appraisal of research relating to international development;
- Develop skills in oral and written communication of international development.

Required Readings

The required books for this course is Amartya Sen’s *Development as Freedom* (Anchor, 1999) and Stephen Lewis’ *Race against Time* (Anansi, 2005). Additional readings are required for every class, most of which are available through the library, online. The ones that are not have been placed on reserve in the library.

Format and Requirements

This course is structured in **seminar format**. As such, it is based on the active and sustained participation of students who are expected to have read all of the assigned material prior to class. This is necessary to have meaningful and fruitful debate and discussion. Participation is therefore a critical component of the course and its success depends upon it.

A great deal of emphasis in this course is placed on group work. At the beginning of the semester, groups (depending on enrolment) will be formed for the coursework. There will be five groups formed around topics of the student presentations (see below). Although attempts will be made to allocate students according to their most preferred topic, you may be asked to work on another group in order to achieve balance in the number of group members.

Each group will do two projects: an assignment and a group presentation. Whether you hand in the final assignment as a group effort or individually is optional. Individual student's grades on group work will reflect the instructor's assessments of the assignment, **plus** the collective evaluation by group members of their contribution to the group over the semester as a whole, using a Peer Rating System. Each individual should complete one of these forms and return them directly to the instructor with the final paper. All information will remain confidential.

The requirements for the course are as follows:

Participation:	20%
Group exploration on views of development:	30%
Group analysis of key development issue	50%

All work should be submitted with the Assessed Work Submission Form provided at the end of this outline.

All deadlines are firm. Late work will be given a grade of 0 (zero).

Participation

As stated above, participation is a critical component of this course. You will be graded on your involvement in the weekly seminar on an individual basis. As part of your participation assessment you are required to prepare a **minimum of three questions or comments**, prior to class based on the readings, and hand them to me at the beginning of class.

Collectively, every effort will be made to create an atmosphere in which everyone feels confident participating in discussions. Students will be awarded a participation mark on the basis of the criteria outlined in Table 1.

Note that the university does not allow instructors to grant grades for attendance. Students who do not participate in class should therefore expect to obtain a 0 (zero) for this component of the course.

Table 1. Seminar Participation Grading Criteria

Grade	Participation	Discussion	Reading
17-20	Always	Excellent—leads debate; offers original analysis and comment; uses assigned reading to back up arguments. Valuable comments in virtually every seminar.	Clearly has done and understands virtually all reading; intelligently uses this understanding in discussion.
13-16	Almost always	Good—thoughtful comments for the most part; willing, able, and frequent contributor.	Has done most reading; provides competent analysis of reading when prompted.
6-12	Frequent	Fair—has basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported.	Displays familiarity with most reading, but tends not to analyze it or explore connections between different sources.
5-8	Occasional	Not good—remarks in class marred by misunderstanding of key concepts; only occasionally offers comments or opinions.	Actual knowledge of material is outweighed by improvised comments and remarks.
0-4	Rare	Poor—rarely speaks, and parrots readings when put on the spot to offer an opinion.	Little to no apparent familiarity with assigned material.

Group Assignment

This group assignment is exploratory in nature. It is an opportunity for students to delve further into the issues surrounding development work and to hear the opinions of others working in the field. The assignment is to examine the role of Canadians doing development work. What is the nature of this role? What should it be? What are some of the issues surrounding development work? How have people working in development come to terms with and/or addressed some of these issues?

As part of this assignment each group must interview at least two development practitioners who have experience in development work, for example, someone working in CIDA. The person must have had field experience abroad. Some of the questions students may want to ask the interviewees are listed below. Students are free to design their own interview questions according to their own interests and concerns, keeping in mind the main objectives of the assignment above. Since this is an assignment in which *the process* is paramount to student learning, in a best case scenario all group members will attend all interviews. At the very least, there should be one interviewer that directs questions and maintains eye contact, and one note-taker that records the interview. I advise against audio recording; your interviewees may be less candid and transcription is very time-consuming.

Since the assignment is exploratory in nature and the core of the material will come from your interviews, you are encouraged to structure your essay around your findings. While this paper should focus on your personal reflections on the themes explored in the interviews (rather than a

standard secondary research paper), the essay should have a structure, including an introduction with a thesis stating the main premise(s) of the paper, a body where you detail your ideas, and a conclusion. It should be typed, double-spaced, and approximately 20 pages in length. **Students should submit one hard copy to the instructor and keep an electronic version with them** (the electronic copy should be submitted to the instructor upon request within 24 hours). **Each group hands in one co-researched and -written assignment.**

Some of the questions students may want to ask the interviewees are:

- ❖ Given several decades of official development efforts by the Canadians and other Westerners in the Global South and the fact that it appears little has changed, is there inherently something wrong with the way that development is being approached?
- ❖ Can we justify the presence of Canadians in the developing world? If so, how?
- ❖ How confined are we by our own social constructs and historical contexts, including colonialism?
- ❖ Is development work simply propagating an unequal relationship between peoples of the Global North and the Global South?
- ❖ Given the global economic system, can development work make any difference?
- ❖ Can I, as an individual, make a difference? Can this difference be a positive one?

As much as possible, all group members should attend and play an active role in the two interviews. You may try audio recording, but note that interviewees may be less candid and transcription is a very time-consuming process.

Since the assignment is exploratory in nature and the core of the material will come from your interviews, you are encouraged to structure your essay around your findings. Here is an example of how you might incorporate the interviews and reference them:

According to Dr. George, development practice can differ greatly from contemporary development theories. Speaking from her experiences when working on a development project while simultaneously researching her doctorate, she claims:

“In the field, I quickly realized that the theories that I had learned in my coursework, although important, did not address the day-to-day needs of the people the project was trying to serve nor the logistical operation of the development project” (Interview, 28 January 2002).

The assignment is due on **October 21**.

Analysis of a Key Development Issue

From Week 7 to Week 11, group presentations will be held. Each will focus on a different topic related to issues confronting development workers and policymakers today. The topics are listed

below under the respective presentation date. Students should aim to provide the complexity of each issue, rather than advocate a single perspective. Readings have been suggested for each week, but groups may choose their own readings provided they are approved by the instructor and placed on reserve **two weeks in advance of the presentation**. The articles should represent opposing sides of the issue and be fairly recent. The class is expected to read the suggested articles prior to the presentation and come prepared with questions and/or comments.

The assignment will be evaluated on the basis of the in-class presentation (40%) and a written assignment (60%).

Each group has three hours (the two class sessions in each week) in which to present their material. You should present for no more than one hour, leaving the rest of the class(es) for discussion. Try to relate some of the issues raised in your presentation to those raised in other groups' presentations. The use of PowerPoint is encouraged.

For the presentation, a mark will be awarded on the basis of the presentation and discussion, based on the group's communication skills, strength of the analysis, and ability to generate discussion and field questions. This will be based on the assessment of both the class as whole using the attached form (40 percent) and the instructor (60 percent). Students must e-mail a copy of the presentation to the instructor **by 9:00 on the morning of the presentation**. Students should also indicate whether they need a laptop and copy of the presentation at least a week in advance.

The final report is due on **November 25**. It should pull the presentation together in a written form. Students may hand in the report as an individual or a group effort. Your report should primarily focus on the analytical and evaluative questions and it should not be descriptive; it must have a specific focus and an argument/thesis and all material should be properly referenced. Students must submit both a hard copy of the paper and keep an electronic copy with them.

Students may hand in a written report as an individual or a group assignment. Subgroup of students may also collaborate. However, if you choose to write individually or as a sub-group, you must let the instructor know by **Friday October 17**. It is strongly recommended, however, that students prepare and submit the written report as a sub-group; learning to work as a team is a valuable skill for the future. Further, the process of debating ideas among group members as the report is written is extremely worthwhile and gratifying.

If there is a compassionate or medical reason that interferes with your ability to meet deadlines, please advise the instructor in writing, including your name, ID#, and e-mail. It is likely you will be referred to **the BA Counselling Office** where documentary evidence may be required. Please see the undergraduate calendar for information on regulations and procedures for Academic Consideration at:

http://www.uoguelph.ca/undergrad_calendar/08_ac.shtml

Plagiarism is a very serious academic offence that carries very severe penalties. **It is the student's responsibility to know what constitutes plagiarism**. I urge you to take the time to review the academic rules regarding referencing and the borrowing of ideas and arguments (You can obtain information from the university's Learning Commons

<http://www.learningcommons.uoguelph.ca/WritingServices/>). Students WILL NOT be given the

benefit of the doubt when a case of plagiarism is detected and will automatically be referred to the College's Associate Dean so that the appropriate penalty is applied.

Schedule of Topics and Readings

PART 1: CLASS DISCUSSIONS

Week 1

September 9 – Introduction to the Course and Overview of Objectives, and the concept of 'development'

No readings

Week 2

September 16 – The Debate over Inter-disciplinarity & Development Studies in Canada and the UK

Readings:

Salter, Liora and Alison Hearn. 1996. *Outside the Lines: Issues on Interdisciplinary Research*. McGill-Queen's University Press: 1-43

Harris, John. 2002. "The Case for Cross Disciplinary Approaches in International Development" *World Development*, 30(3): 487-496.

CASID. 2003. "*White Paper*" on *International Development Studies in Canada*. North-South Institute, Ottawa: 11-41

Grindle, Merilee and Mary Hildebrand. 1999, *Development Studies in the UK*. DFID, London.

Week 3

Sept 23 – Amartya Sen's View of Development

Reading:

Sen, Amartya. 1999. *Development As Freedom*. Anchor: New York.

Week 4**Sept 30 – Challenges to Sen’s View of Development****Readings:**

Gaspar, Des. 2002. “Development as Freedom: Taking Economies Beyond Commodities – The Cautious Boldness of Amartya Sen” *Journal of International Development*, 12: 989-1001.

Gaspar, Des. And Irene van Steveren. 2003. “Development As Freedom – And as What Else?” *Feminist Economics*, 9 (2-3): 137-161.

Nusbaum, Marta. 2003. “Capabilities as Fundamental Entitlements: Sen and Social Justice” *Feminist Economics* 9(23): 33-59.

Week 5**October 7 – Development from Below?: The Structural Limitations to Development****Readings:**

Lewis, Stephen. 2005. *Race against Time*. Toronto: House of Anansi Press.

Week 6**October 14 – Can Development be Measured?****Readings:**

Kelley, Allen. 1991. “The Human Development Index: Handle with Care” *Population and Development Review*, 17(2), 315-324.

Streeten, Paul 2000. “Looking ahead: Areas of Future Research in Human Development” *Journal of Human Development* 1(1): 25-48.

PART II: PRESENTATIONS

Week 7

October 21 – Presentation 1: Trade and Development

Readings:

Winters, L. Allan, Neil McCulloch and Andrew McKay. 2004. "Trade Liberalization and Poverty: The Evidence so Far" *Journal of Economic Literature*, 32 (1): 72-115.

Watkins, Kevin and Penny Fowler. 2002. "Executive Summary." *Rigged Rules and Double Standards: Trade, Globalization and The Fight Against Poverty*. London: Oxfam International.

*** First Assignment Due on October 21 ***

Week 8

October 28 – Presentation 2: Development Assistance

Readings:

Alesina, Alberto and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth* 5(1): 53-63.

Mehora, S. 2002. "International Development Targets and Official Development Assistance" *Development and Change* 33(3):529-538.

Killick, T. 2004. "Politics, Evidence and the New Agenda" *Development Policy Review* 22(1): 5-29.

Week 9

November 4 – Presentation 3: HIV /AIDS

Readings:

Pku, Naka K. 2002. "Poverty and Africa's HIV / AIDS Crisis" *International Affairs*, 789(3): 531-546.

Smith, Mohga K. 2002. "Gender, Poverty and International Vulnerability to HIV / AIDS." *Gender and Development*, 10(3): 63-70.

Msimang, Sisonke. 2003. "HIV / AIDS, Globalization and the International Women's Movement," *Gender and Development* 11(1): 109-113.

Week 10**November 11 – Presentation 4: Labour****Readings:**

Osmani, SR. 2005. “The Role of Employment in Promoting the Millennium Development Goals” ILO-UNDP Programme on Promoting Employment for Poverty Reduction. (Available on line through the library)

Chen, M et al. 2002. “Supporting Workers in the Informal Economy: A Policy Framework” ILO Employment Sector Working Paper (Available on line through the library or at: <http://www.ilo.org/public/english/bureau/inf/pr/2005/48.htm>)

Recommended: Special issue on Latin America – *International Social Security Review*, July 2005.

Week 11**November 18 – Presentation 5: International Migration and Remittances****Readings:**

Faist, Thomas. 2008. “Migrants as Transnational Development Agents: An Inquiry into Newest Round of the Migration-Development Nexus” *Population, Space and Place* 14: 21-42.

Nyberg-Sørensen, Ninna et al. 2002. The Migration- Development Nexus Evidence and Policy Options State-of-the-Art Overview. *International Migration*. 40(5) 3:47.

Kapur, Devesh. 2004. *Remittances: The New Development Mantra?* G-24 Discussion Paper No.2 (Available on line through the library)

Adams, Richard and John Page. 2005. “Do International Migration and Remittances Reduce Poverty in Developing Countries?” *World Development*, 33(10): 1645-1669.

Gammeltoft, Petter. 2002. “Remittances and Other Financial Flows to Developing Countries” *International Migration*, 40(5): 181-211.

PART III: FINAL CONSIDERATIONS

Week 12

November 25 – Development Studies and Practice: Future Positive?

Readings:

Edwards, Michael. 2004. “Is there a Future Positive for Development Studies?” *Journal of International Development*, 14: 737-741.

Roberts, John. 2004. “Thirty-Five Years Later in Development Assistance: Have We Moved On, or Just Performed a Minuet?” *Development Policy Review*, 22(5): 483-495.

Kuper, Andrew. 2005. “Individual Responsibility for Poverty Relief: in Andrew Cooper (ed.) *Global Responsibilities: Who Must Deliver on Human Rights?* Routledge, New York.

Singer, Peter. 2005. “Poverty, Facts and Political Philosophies: A Debate with Andrew Kuper” in Andrew Kuper (ed.) *Global Responsibilities: Who Must Deliver on Human Rights?* Routledge, New York.

Brown, Stephen. 2007. “‘Creating the World’s Best Development Agency’? Confusion and Contradictions in CIDA’s New Policy Blueprint” *Canadian Journal of Development Studies* 28(2): 213-28.

*** Written Assignment Due November 29 ***

Students interested in taking this course should read the following very carefully (as per requested by the University Administration):

E-mail Communication

As per university regulations, all students are required to check their <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. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no

longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. See the undergraduate calendar for information on regulations and procedures for Academic Consideration. (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml)

Drop Date

The last date to drop one-semester Fall 2006 courses, without academic penalty, is **Monday November 6th**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar. (http://www.uoguelph.ca/undergrad_calendar/c08/c08-drop.shtml)

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.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar. (http://www.uoguelph.ca/undergrad_calendar/c01/index.shtml) for a statement of Students' Academic Responsibilities; also read the full Academic Misconduct Policy (http://www.uoguelph.ca/undergrad_calendar/c08/c08-amisconduct.shtml). You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, TA, or academic counsellor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations and procedures for Academic Consideration in the calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-

ac.shtml) and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

IDEV 4500: PRESENTATION EVALUATION FORM

Date: _____

Group: _____

Your name: _____

For each of the following categories, please circle the response which best describe how well this group performed in their oral stand-up presentations:

Element	Poor	Fair	Good	Very Good	Excellent
Clarity of all issues described	1	2	3	4	5
Provides a clear overview of presentation	1	2	3	4	5
Coverage of the topic's main issues	1	2	3	4	5
Level of critical analysis	1	2	3	4	5
Organization of presentation	1	2	3	4	5
Use of audio-visual materials	1	2	3	4	5
Timing of presentation	1	2	3	4	5
Ability to elicit audience participation	1	2	3	4	5
Ability to respond to questions from the audience	1	2	3	4	5
Overall evaluation	1	2	3	4	5

Overall, how would you grade the group's presentation out of 100?:

_____ %

IDEV 4500: PEER RATING SHEET

Group: _____

Name: _____

Ratings:

Base your rating of each member of your group by allocating 100% **of the total workload over the semester** between each member **including yourself**. Thus, if you consider Person A did 20% of the work, give them 20%. The score for all group members should obviously sum to 100%. Please take into account both the quality and quantity of the input of each group member in adjusting marks for yourself and other group members.

Group Member	% Effort
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Comments:

Please explain the reasons for any significant differences in the marks given to individual group members:

Please return this sheet directly to the instructor in the final class.

General Protocols:

1. Email is the official route of communication between the University and its students. Students should check their U of G email accounts (“Gryph Mail”) regularly.
2. Students should keep copies of all out-of-class assignments.
3. Students have the responsibility to familiarize themselves with the *Undergraduate Calendar*, including Section VIII “Undergraduate Degree Regulations and Procedures” which includes a sub-section addressing academic misconduct. The URL for the *Undergraduate Calendar* is:
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>
4. The final date to drop one-semester courses, without academic penalty, is: Thursday October 30, 2008.