

CGS 1023F - Introduction to Global Development Fall 2021

1. Course Information

Course Name, Number, Section: Introduction to Global Development, CGS 1023F, Section 550

Instructor(s): Dr. Masaya Llaneras Blanco

Contact Information: mllavane@uwo.ca

Office: #A206

Office Hours: Tuesdays 8:30 to 10:30 (over Zoom). Please register once here and join me during office hours any Tuesday after that: <https://westernuniversity.zoom.us/meeting/register/tJcpc-igqTMsHtRhD0sOjyYOeK2cFnAJyDLR>. You can also email to set up an appointment.

Class Location: V214

Scheduled Class Times: Wednesdays, 10:30 am – 1:20 pm

Antirequisites: Centre for Global Studies 2001F/G.

2. Course Description

Development is one of *those* words that can mean many things. If someone asked you on the way to class what the name of your course is, they are likely to make many assumptions about what it is that you are actually going to be learning about. Is it children's psychology? Is it a course on the development of businesses and enterprises? Is it a course for urban developers? Answers to the latter questions would be no, no, and no, but ...this doesn't take us very far, does it?

Global development is a concept and also a practice and an area of study. As a concept, it implies a certain aspiration of material improvement of regions, countries, communities, and individuals. It also implies the betterment of other material and nonmaterial aspects of life such as physical and mental health, freedom, access to health and education as well as a sustainable way of life that protects nature and guarantees our survival. However, as you have guessed by now, many of these aspirations do not necessarily come in a bundle. In fact, it is quite possible that when we try to turn some of these aspirations into reality, we may work in detriment of another. For example, creating material improvement often comes with the accumulation of wealth by a few people while others might become impoverished, and nature depleted (via mining and labour exploitation, for example). In other words, the concept of development is a terrain in dispute with many strands and views that often collide with each other.

As a practice development includes to the work of governments, big and small enterprises, non-governmental organizations, civil society, and social movements. It includes work on public policy in areas such as the economy, health, education, labour, and wellbeing. Relatedly, as an area of studies, development is associated with the actions taken by a wide diversity of actors to improve everyday conditions of living of everyone, globally. It is also an inquiry into the reasons why those conditions are shaped by economic, social, and political inequalities. Most importantly, development is an open question because the more we delve into it, we realize that there are several views about what (if at all) is the sort of development people aspire to. What is clear, however, is that global inequalities and power relations are at the heart of this discussion.

In this course we will explore some of the main theories about development, we will discuss their origins and main tenets. We will also identify key development actors and ask: Who “does” development and who is affected by it? We will place these discussions in a historical context and think about them from our own collective and individual positions. Finally, we will identify some of the key issues that have shaped conversations about development historically and continue to be of relevance today.

3. Course Learning Outcomes

At the end of the course, you will be able to:

- a) Identify and define key concepts in development studies.
- b) Identify and contextualize the key actors in “doing” development.
- c) Engage with key problems in development and have an informed opinion about them.
- d) Have a broader sense of political geography and the location of other countries in the world outside North America, particularly in the global south.

4. Contact information and email policy

The best way to reach me is via email at: mllavane@uwo.ca Please add the course number to the email subject. Please write to me using your university email account. Please allow 48 hours for me to get back to you. Feel free to send me a reminder **if I have not reached out after that period**. I will be available to **chat individually** over Zoom on **Tuesdays between 8:30-10:30**. You can register once to be able to join that call any Tuesday during the Fall term (remember to use your university email address to do this too): <https://westernuniversity.zoom.us/meeting/register/tJcpc-iqqTMsHtRhD0sOjyYOeK2cFnAJyDLR>

5. Textbooks and Course Materials

All the course materials will be available on OWL, as well as through the hyperlinks available in this syllabus. The materials that will be used in the course are a mix of readings from a wide diversity of experts in key issues of development and global inequality. The readings are often academic, but also include journalistic and civil society documents, as well as speeches from policy makers and political leaders. The materials also include some podcasts through which you will get the chance to listen to practitioners and activists as they reflect on current issues.

6. Methods of Evaluation

Assessment	%	Due dates
Active participation	10	Throughout the term
Concept notes (3 from 6 options, 10 % each)	30	Between Sept 15 and Oct 27
World Map 1 (pass or fail)	5	In class
Mind-map	20	November 10
World Map 2 (pass or fail, requires having submitted map 1)	5	In class
Course Reflection: Letters to the future	30	TBD
TOTAL	100	

Each assessment will count on independent descriptions and rubrics attached to them. Here I add a brief description of each.

Active participation: This includes coming to all lectures and participating actively class (5%), as well as making sure to be part of all the in-class activities (5%).

Concept notes: You will have the opportunity to submit **3 weekly concept notes** in any 6 classes between September 22 and October 27. In each concept note you are expected to identify the main concepts of the readings assigned for a particular week and submit them the day in which they will be discussed. For **example**, *Imaginary Student Marla decides to write 1 of her 3 concept notes on September 22 focused on what is inequality according to de Haan (2021). For the rest of her concept notes she will be focusing on the key concepts addressed in any other class between September 29 and October 27.* Concept notes should be **no less than 350 words and not more than 500 words**.

World map 1: This will be a Pass or Fail in-class assignment that will take place early in the term. You do not need to prepare for this other than attend class and do the assignment the best you can.

Mind-map: As we will see throughout the term, there is a wide diversity of actors *doing* development. From government to non-government organizations, global and local institutions, social movements and international conventions, several actors work within the realm of development, sometimes in coordination. This assignment is a one-page mind map of what you consider to be the main actors that are active in doing development, signaling their roles and identifying the different ways in which they are interconnected, or divided. You can do this mind map by hand and upload a legible photo of it into our OWL drop box. You can also do it using any software available online free of cost. The lectures and readings from October 20 and 13 will be useful to complete this assessment.

World map 2: This will be a Pass or Fail in-class assignment that will build on your work on the first World Map assessment. It will take place towards the end of the term. You do not need to prepare for this, other than attend class and having submitted the first part.

Course reflection: Letters to the Future. This will be the course's final assessment. In it, each one of you will have a chance to write a letter to the future about what are your main concerns in terms of development and what has been done to address them. You may, for example, be concerned with the way international debts have been a structural problem in the global political economy. In this example, your letter to the future could explain why debt is a main concern for you, how it has been dealt with

in the past and what, in your opinion, would be plausible and creative ways to address it in the future (and why). Letters to the future should be between 1800 and 2000 words long (not more), and include bibliographical references of four texts used in class as well as three (or more) other relevant sources that you research on independently. We will use some class, during the term to prepare all of you to succeed in this final assessment.

7. Tentative Class Schedule/ Syllabus

Date	Theme	Reading/Learning material
Sept 8	Introduction to the course.	
Sept 15	What is development? <i>Today we will have a short workshop with Dr. Amanda Penney from the Writing Centre.</i>	<ol style="list-style-type: none"> 1) Culp, J., 2019, "International responsibilities: From utility and humanitarianism to global justice" in Drydyk, Jay and Lori Keheler (eds.) <i>Routledge Handbook of Development Ethics</i>, pp. 333-345 2) Murray Li, T., 2007, "Introduction" in <i>The Will to Improve: governmentality, development, and the practice of politics</i>, Duke University Press, Durham, pp. 1-16
Sept 22	What is (global) inequality?	<ol style="list-style-type: none"> 1) De Haan, A., 2021, "Inequality and Social Policy", in Haslam, P., Schafer, J. and Pierre Beudet (Eds) 4th ed. <i>Introduction to International Development: Approaches, Actors, Issues, and Practice</i>, Fourth Edition pp. 487-493 2) Milanovic, B., 2013, "Global Income Inequality in Numbers: in History and Now," in <i>Global Policy</i>, Vol.4., Issue 2 pp 198-208
Sept 29	A new (old) global order: the historical origins of the development project	<ol style="list-style-type: none"> 1) Mazower, 2012, "Chapter: 10 Development as world making" in <i>Governing the World: The History of an Idea</i>, The Penguin Press, New York, pp. 274-304 2) President Harry S. Truman's 1949 Inaugural Address
Oct 6	Modernization, industrialization and dependency <i>Thanksgiving is next Oct 11</i>	<ol style="list-style-type: none"> 1) Kay, C., 2018, "Modernization and Dependency Theory" in Cupples, J, Palomino-Schalscha, M., and Manuel Prieto (Eds.) <i>The Routledge Handbook of Latin American Development</i>, pp.15-28 2) Wallerstein, (1984 (1975)), "The Present State of the Debate on World Inequality" in Seligson, M. (ed.) <i>The Gap between rich and poor: contending perspectives on the political economy of development</i>, Westview Press, Boulder. Pp 119-132
Oct 13	Debt and the neoliberal turn	<ol style="list-style-type: none"> 1) Naim, M., 2000, "Washington consensus or Washington confusion? <i>Foreign Policy</i>, No. 118., pp. 86-103 2) Hanlon, J. and Tim Jones, 2021 "Debt and Development" in Haslam, P., Schafer, J. and Pierre Beudet (Eds) <i>Introduction to International Development: Approaches,</i>

	<i>Today we will have our second workshop with Dr. Amanda Penney from the Writing Centre.</i>	<i>Actors, Issues, and Practice, Fourth Edition, Oxford, pp. 263-279</i>
Oct 20	The mushrooming of development actors (the 1990s on) a New(ish) global order? <i>Virtual visit with Dr. Tracey Wagner- Rizvi who will present her work on Stakeholderism and its effects on the global governance of health.</i>	1) Watch this video: Economist Jeffrey Sachs Speech, 2007 Global Compact Leaders Summit (9 min, but you can skip the first 2 if you want) 2) TNI, 2019, " Multistakeholderism: a critical look "
Oct 27	Development's complicated Legacy Next week is reading week	1) Kothari, Uma (2019) "From Colonial Administration to development studies: a post-colonial critique of the history of development Studies" in <i>A Radical History of Development Studies: Individuals, Institutions and Ideologies</i> ZED, UK Chapter 3 pp 47-66 2) Pailey, Robtel Neajai (2020) Decentering the "White gaze of Development" in <i>Development and Change</i> , 51:3
Nov 3		Reading Break
Nov 10	Is there another way? Civil society and resistance <i>Today we will showcase Astra Taylor's film: What is Democracy</i>	1) Cox, R., 1999, "Civil Society at the turn of the millennium: prospects for an alternative world order" in <i>Review of International Studies</i> , 25, pp. 3-28 2) Deveaux, M., 2018, "Poor-Led Social Movements and Global Justice," in <i>Political Theory</i> , 46:5, pp. 698-725
Nov 17	Structural knots: What about nature?	3) Daly, H, 2005, "Economics in a full world" in <i>The Scientific American</i> , Special Issue: Crossroads for Planet Earth, pp., 100-107 4) Hylton, W.,(2020) "History's largest mining operations about to begin in The Atlantic; January/February Issue
Nov 24	Structural knots: Gender Inequalities	1) Benería, L. and Gita Sen, 2021 "Feminist Challenges to Development Economics" in Berik, G and Ebru Kongar (Eds.), <i>The Routledge Handbook of Feminist Economics</i> , Routledge pp. 25-33 2) Listen to Podcast 4: "Building Back Better with Courage to Overcome Inequalities" or How Can We Create Feminist Futures?
Dec 1	Structural knots: Racist legacies Today we will showcase the film: <i>Independence or Death: The Haitian Revolution</i>	1) Louverture, T. 1797, Letter to the French Directory 2) Read this short magazine article: There was a time reparations were actually paid out – just not to formerly enslaved people or

		Listen to this podcast: Invisibilia podcast episode: Eat the Rich
Dec 8	Thinking about the future ¹	



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

¹ If you read thus far it probably means that you have read all the relevant aspects of this course's content. Send me an email with a meme that tells me what is development for you for 1 extra point toward your final grade ☺

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The

appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded

the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.