

**DEST 201 (L01)  
Introduction to Global Development Studies  
GFC Hours 3-0  
Winter 2024**

**Prerequisite(s): none**

**COURSE DESCRIPTION**

This course is designed to provide students with a strong foundation and understanding of the major theoretical concepts, and methodological debates and approaches that have informed global development thinking, policy, and practice over the past 70 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, injustice, and unsustainable use of resource etc. Students will have the unique opportunity to critically reflect and analyze how certain parts of the world came to be classified as “underdeveloped” and need “development” solutions. Students are strongly urged to use this opportunity to “think outside the box” and open their minds to the possibility that no single theoretical position has all the answers to today’s development challenges; and thus, there is the need to consider new ways of conceptualizing and addressing developmental problems around the world.

The objective of this course is to offer students the tools and theoretical foundation 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.

## LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

- explain and discuss the basic concepts and theories of development including its changing definitions over the course of the twentieth century to the present.
- critically evaluate 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.
- explain and discuss how individual identities, global processes, and experiences shape societal problems (e.g., poverty; injustice; debt, refugee, immigration, and environmental crises etc.), and create challenges to, and opportunities for development.
- discuss and explain the roles of the different development actors, and the debates about their roles, impact, and effectiveness.
- have honed their skills at critical reading, critical thinking, and critical writing on global development issues and debates.

## REQUIRED RESOURCES/BOOKS:

Haslam, P.A., Schafer, J., & Beaudet, P. (Eds.) (2021). *Introduction to International Development: Approaches, Actors and Issues*. 4<sup>th</sup> Edition. Oxford: Oxford University Press.

The required textbooks are available for purchase at the University Bookstore

## RECOMMENDED RESOURCES/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.

## For more useful journals, periodicals & websites etc. (see d2I for details)

- Canadian Journal of Development Studies
- Canadian Development Report
- Development Policy Review
- Development and Change
- Journal of Development in Practice
- Journal of Development Studies
- Journal of International Development
- Journal of Development Policy Review
- Journal of Economic Development and Cultural Change
- Journal of World Development
- The Economist
- Amnesty, *Human Rights Yearbook*
- 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>
- Global affairs, Canada: <https://www.international.gc.ca/gac-amc/index.aspx?lang=eng>
- Food Security and Nutrition Network: <https://www.fsnnetwork.org/>

## REQUIRED TECHNOLOGY AND EQUIPMENT:

In order to successfully engage in this course, you will require a computer with:

- a supported operating system, as well as the latest security and malware updates
- a current and updated web browser and internet connection to download lectures notes and submit assignments,
- the latest word processor or other basic software to do your assignments.

## COURSE REQUIREMENTS AND ASSESSMENT

Test 1	40%	<b>Feb. 1: 1<sup>st</sup> Test --in-class closed book test</b>
Test 2	45%	<b>Mar. 14: 2<sup>nd</sup> Test -- in-class closed book test</b>
Test 3	15%	<b>Apr. 4: 3<sup>rd</sup> Test -- in-class closed book test</b>
<b>Note:</b> <ul style="list-style-type: none"><li>• All assignments/component must be completed in order to pass the course, but you do not need to pass each course component to earn a passing grade in the class.</li><li>• No extra credit or 'make up' work is available in this course.</li><li>• All written tests except multiple choice questions will be assessed in part based on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity.</li><li>• All exams/tests are closed book and have a mixed format – a combination of multiple choice (Scantron based), short-answer and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons.</li><li>• The exam is not cumulative. However, 10% of the key concepts and theories will run through all the exams.</li><li>• Deferral of registrar scheduled final exam requires Registrar approval --final exams are approved and scheduled exclusively by the registrar's office (<a href="https://www.ucalgary.ca/registrar/exams/deferred-final-exams">https://www.ucalgary.ca/registrar/exams/deferred-final-exams</a>)</li></ul>		

## BRIEF DESCRIPTION OF ASSIGNMENTS, EXAMS, AND GRADING EXPECTATIONS/CRITERIA

### *Format and structure of the exams*

All the exams/tests are closed-book consist of a combination of multiple-choice, short-answer and long-answer questions designed to test your grasp of the material covered in the lectures, by guest speakers and from the course assigned readings and videos covered in the class up to the date of each exam. We will do a review of the course materials before the exam to familiarize you with the kind of questions you can expect on the exam.

### **POLICY ON MISSED EXAMS/ASSIGNMENTS & LATE SUBMISSIONS:**

Late assignments will be penalized 5% per day, including weekends, without prior instructor approval or loss of a grade (e.g., A- to B+)

Missed examinations/tests cannot be made up without the approval of the instructor. Exams may only be deferred in the case of serious illness or medical emergency, religious observance, or domestic affliction (see: <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>). It is your duty to contact the instructor with legitimate reasons/excuses via email within **24-hour** period when you missed an exam/test to request for a makeup test/exam. Note that it is at the instructor's discretion if he/she will allow a make-up exam. If the instructor accepts your reasons and approval given, you must be prepared

to write the makeup exam/test within **two weeks** of the missed test/exam on a date (day/time) scheduled or chosen by the instructor. Students who do not schedule a makeup test/exam with the instructor within this **24-hour period** forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly in form and/or content from a regularly scheduled test/exam. Makeup exams may consist exclusively of long answer/essay questions.

**Documentation Issues:**

Although students are not required to provide specific supporting documentation (e.g., medical note), they may provide supporting documentation for an exemption/special request in including missed exams/tests and assignments. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

**Reappraisal of Graded Term Work:** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Department of Anthropology and Archaeology Grading Scheme:**

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

**Land Acknowledgement**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

**Acknowledgment and Respect for Diversity**

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

**COURSE POLICIES**

- **Pedagogy:** Pedagogically, the course involves two (2) weekly lectures devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. This means that a combination of lectures, class discussion, team collaboration, and student presentations will be used throughout the course. As such, it is essential that students read the materials beforehand and be prepared to engage in discussions and debates.

- **Accessibility:** Lecture notes in form of PowerPoint will be made available to students after each lecture on d2l.
- **Posting of grades and picking up of assignments:** Graded assignments will be made available electronically through the course's D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Students who may wish to go over their graded exam are welcome to do so during my office or TA's office hours as well as by appointment.
- **Grade Disputes:** With regards to grade problems or dispute, please do note that I will not discuss such issues during class time. You are encouraged to see me by appointment or use the office hours on such issue. Before coming to see me about a grade dispute or problem, you must indicate in writing where and why you believe your work should get a higher or lower grade. Your written submission on a grade dispute or problem should be between 250 words (minimum) and 500 words (maximum).
- **Classroom conduct:** Please be respectful of other students in the classroom environment and also avoid working on things unrelated to the class during class time. Refrain from text messaging, surfing the Internet or social networking sites, talking on your cell phone. **I reserve the right to deduct 5 points from your grade for every instance of disruptive behavior exhibited by you in class. You may also be asked to leave the class if disruptive behavior continues.**
- It is your responsibility to come to class and on time to be able to fully understand the materials covered. If you cannot attend class, I strongly encourage you to get the notes from a classmate. **Please do not ask me to provide you with class notes. It is equally responsibility to know the due dates for assignment and dates for course exams which are on the outline.**
- If you come in late or leave during class time, please sit near a door and be respectful of other students. **If tardiness, early exit, and other disruptive behaviors during class become a problem, you may be asked to withdraw from the course.**
- **communication policies:** All course related communication via email or other methods with peers and instructor should be formal. This means that emails must be clearly written, devoid of shorthand and other forms of informalities. Questions and information of general interest will be addressed in class or posted on Desire2Learn. Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers.
- **Use of Email:** Due to a high volume of e-mail messages received daily, students are advised to meet me during my office hours or make an appointment with me on matters that require urgent attention. Please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into cyberspace. I will normally reply to emails within 72 hours, during regular business hours.  
**Note: Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.**

## UNIVERSITY POLICIES

### ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is

available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

### **ACADMIC INTEGRITY POLICY**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **ACADEMIC MISCONDUCT**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

## **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**TENTATIVE CLASS SCHEDULE FOR REGULAR FALL SESSION (T/R Class)**

Note: The class schedule is subject to changes and revisions

Schedule/Dates	Topic, Activity/Issues, Readings and other important dates
<b>Wk1: Jan. 9 &amp; 11</b>	<p><b>Topic: Overview</b></p> <p><b>Topic/Issues/Activities/Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• review of course materials (outline), instructor’s expectation, norms of collaboration and students’ responsibility</li> </ul> <p><b>Topic: Nature and Scope of Development/Underdevelopment</b></p> <ul style="list-style-type: none"> <li>• Scope and history of development --the rise of imperialism and colonialism.</li> <li>• Meanings and measurements of development and their implications</li> <li>• Ethics of development</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Haslam et al, chapters 1, 2 &amp; 30 of the textbook</li> <li>• Watch at least 2 the videos below as part of your preparation for Wk1.</li> </ul> <p><b>Recommended Movies/Documentaries:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.idrc.ca/en/ev-114151-201-1-DO_TOPIC.html">http://www.idrc.ca/en/ev-114151-201-1-DO_TOPIC.html</a> Link to IDRC web page -that provides a discussion on different topics on Global Development.</li> <li>• <a href="http://www.irinnews.org/Theme.aspx?theme=EDU">http://www.irinnews.org/Theme.aspx?theme=EDU</a> Link to IRIN web page on different topics on global development.</li> <li>• <a href="https://sustainabledevelopment.un.org/sdgs">https://sustainabledevelopment.un.org/sdgs</a> Link to Sustainable Development Goals</li> <li>• <a href="http://www.globalissues.org/article/239/sugar">http://www.globalissues.org/article/239/sugar</a> Link to Global Issues web page on the history of the sugar industry</li> </ul> <p><b>Optional/Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• Birdsall, Nancy (2008). “Income distribution: Effects on growth and development”, in A. K. Dutt and J. Ros, International Handbook of Development Economics, Vol. 2, Edward Elgar. (R)</li> <li>• web page on conflict.</li> <li>• Sen, Amartya (1999). Development as Freedom, New York: Anchor Books, esp. chaps. 1-3</li> </ul>
<b>Wk2: Jan.16 &amp; 18</b>	<p><b>Topic: Nature and Scope of Development/Underdevelopment (cont.): Issues:</b></p> <ul style="list-style-type: none"> <li>• Meanings and measurements of development and their implications</li> <li>• History of development --the rise of imperialism and colonialism.</li> <li>• Ethics of development</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Haslam et al, Chapters 3 &amp; 4 (textbook)</li> </ul> <p><b>Recommended Movies/documentaries:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.irinnews.org/Theme.aspx?theme=ECO">http://www.irinnews.org/Theme.aspx?theme=ECO</a> Link to IRIN web page on the economics of development</li> <li>• <a href="http://www.irinnews.org/Theme.aspx?theme=PEA">http://www.irinnews.org/Theme.aspx?theme=PEA</a> Link to IRIN</li> </ul> <p><b>Optional/Recommended:</b></p> <ul style="list-style-type: none"> <li>• Desai and Potter, <i>Companion</i>, 1.1, 1.15, 3.3</li> </ul>



<p><b>WK3: Jan. 23 &amp; 25</b></p>	<p><b>Topic/Issues/Activities/Discussion Points:</b></p> <ul style="list-style-type: none"> <li>▪ Understanding &amp; Measuring Poverty and Development. <ul style="list-style-type: none"> <li>• The meanings and measurements of poverty --From basic needs to the MDGs and now SDGs</li> <li>• Poverty, food, and human development</li> <li>• Causes and impact of poverty</li> <li>• The Intersectionalities of poverty (gender, race, status etc.)</li> </ul> </li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Haslam et al, chapters 26 &amp; 27 (textbook).</li> </ul> <p><b>Recommended Movies/documentaries:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda.html">http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda.html</a> Link to Sustainable Development Goals</li> <li>• <a href="http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals.html">http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals.html</a> Link to Millennium Development Goals</li> <li>• <a href="http://www.globalissues.org/issue/2/causes-of-poverty">http://www.globalissues.org/issue/2/causes-of-poverty</a> Link to Global Issues web page on poverty</li> </ul> <p><b>Optional/Recommended:</b></p> <ul style="list-style-type: none"> <li>• Squire, Lyn (2008). "Measuring progress in reducing poverty", in A. K. Dutt and J. Ros, International Handbook of Development Economics, Vol. 2, Edward Elgar. (R)</li> </ul>
<p><b>Wk4: Jan. 30 &amp; Feb. 1</b></p>	<p><b>Jan. 30: Review for first Test</b>  <b>Feb.1: 1<sup>st</sup> Test -- in-class closed book test (40%)</b></p>
<p><b>Wk5: Feb. 6 &amp; 8</b></p>	<p><b>Topic/Issues/Activities/Discussion Points:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Theories and Approaches to Global Sustainable Development.</b> <ul style="list-style-type: none"> <li>• Development theory in historical retrospective</li> <li>• Major schools of thought in development studies: classical and radical paradigms</li> <li>• Development theory in the era of globalization: the renewal of discourses</li> </ul> </li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Haslam et al, chapter 3 &amp; 4 (textbook).</li> </ul> <p><b>Recommended Movies/documentaries:</b></p> <p><a href="http://www.globalissues.org/issue/198/human-population">http://www.globalissues.org/issue/198/human-population</a> Link to Global Issues web page on population</p> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• Desai and Potter, <i>Companion</i>, 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.4</li> </ul>
<p><b>Wk6: Feb. 13 &amp;15</b></p>	<p><b>Topic/Issues/Activities/Discussion Points:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Theories and Approaches to Development (cont.).</b></li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Haslam et al, chapter 3 &amp; 4 (textbook) cont.</li> </ul>

<b>Wk7: Feb. 18 &amp; 24</b>	<b>Term Break, No Classes – Reading Week Sunday-Saturday</b>
<b>Wk8: Feb. 27 &amp; 29</b>	<p><b>Topic/Issues/Activities/Discussion Points:</b></p> <ul style="list-style-type: none"> <li>▪ The End of Development: Post-Dev't and Anti-Dev't Ideas</li> <li>▪ The Dynamics of Sustainable Dev't &amp; Alternative Dev't: Issues of appropriate technology Fair world Economic Order etc.).</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Haslam et al, chapters 5 &amp; 7 (textbook).</li> <li>• Haslam et al, chapter 16 &amp; 18 (textbook).</li> </ul> <p><b>Recommended Movies/documentaries:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.unesco.org/archives/multimedia/document-562">http://www.unesco.org/archives/multimedia/document-562</a></li> <li>• <b>“Small is working Technology for Poverty Reduction” Dr E. F. Schumacher (to be followed with discussion).</b></li> <li>• The documentary explores the use and application of low-cost, small-scale technologies in developing countries. Touches on the core values of development</li> </ul>
<b>Wk9: Mar. 5 &amp; 7</b>	<p><b>Topic/Issues/Activities/Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Gender, Development, Sustainability, and the Environment</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Haslam et al, Chapters 6 &amp; 18 (textbook).</li> <li>• <b>Movie titled:</b> <i>Who's Counting? Marilyn Waring on Sex Lies and Global Economics'</i>, Marilyn Waring</li> <li>• <b>Issues covered in movie:</b> Marilyn Waring in her thought-provoking documentary demystifies the language of economics by defining it as a value system in which all goods and activities are related only to their monetary value. She discusses the often-neglected important role of the informal sector and particularly women in development.</li> <li>• <b>Link to movie:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=WS2nkr9q0VU&amp;list=ULPBFzPlm3xPU&amp;index=249">https://www.youtube.com/watch?v=WS2nkr9q0VU&amp;list=ULPBFzPlm3xPU&amp;index=249</a></li> </ul> </li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• Desai and Potter, <i>Companion</i>, 6.2, 6.3, 6.6, 6.7, 6.10</li> <li>• Roberts, J Timmons and Parks, Bradley C. (2007). <i>A Climate of Injustice. Global Inequality, North-South Politics and Climate Policy</i>, Cambridge, Mass: MIT Press, esp. chapters 3, 4, 5.</li> <li>• <a href="http://www.irinnews.org/Theme.aspx?theme=ENV">http://www.irinnews.org/Theme.aspx?theme=ENV</a> Link to IRIN web page on the environment</li> <li>• <a href="http://www.globalissues.org/issue/235/consumption-and-consumerism">http://www.globalissues.org/issue/235/consumption-and-consumerism</a> Link to Global Issues web page on consumption and consumerism</li> </ul>
<b>Wk10: Mar. 12 &amp; 14</b>	<p><b>Mar.12: Review for second test</b></p> <p><b>Mar.14: 2<sup>nd</sup> Test -- in-class closed book test (45%)</b></p>

<b>Wk11: Mar. 19 &amp; 21</b>	<p><b>Topic/Issues/Activities/Discussion Points:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Development Actors, Agencies, Globalization and Development.</b> <ul style="list-style-type: none"> <li>• From state-to-state ‘bilateral’ assistance to multilateral actors (e.g. the United Nations), IFIs, MNCs, and civil society</li> <li>• Debt and development</li> </ul> </li> </ul> <p><b>Required Readings:</b> Haslam et al, chapters 8 to 13, &amp; 29 (textbook).  <b>Optional/Recommended:</b></p> <ul style="list-style-type: none"> <li>• Sachs, Jeffrey D. (2005). The end of poverty. Economic possibilities for our time, New York, The Penguin Press, 2005, chap. 11, 13.</li> <li>• Collier, Paul (2007). The bottom billion. Why the poorest countries are failing and what can be done about it, Oxford and New York: Oxford University Press, chaps. 2, 3.</li> </ul> <p><b>Movie titled:</b> <i>Life and Debt</i>, by Stephanie Black.</p> <p>Using Jamaica as a case study, this classic movie examines the impact of the International Monetary Fund’s global economic policies on a developing nation’s economy.</p>
<b>Wk12: Mar. 26 &amp; 28</b>	<p><b>Topic/Issues/Activities/Discussion Points:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Health and Development</b></li> <li>▪ <b>Technology &amp; Development</b></li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Haslam et al, chapter 21 (textbook) for Health &amp; Dev’t.</li> <li>▪ Haslam et al, chapter 25 (textbook) Technology &amp; Dev’t, and Culture and Dev’t</li> </ul>
<b>Wk13: April 2 &amp; 4</b>	<p><b>Apr. 2: Review for third test</b>  <b>Apr.4: 3<sup>rd</sup> Test -- in-class closed book test (15%)</b></p>
<b>Wk14: Apr. 9</b>	No class