
DEST 393 (LEC01)

Theories and Applications of Development

GFC Hours 3-0

Winter 2024

Prerequisite(s): DEST 201**COURSE DESCRIPTION**

What is the meaning of ‘development’? Is it a process of advancing through stages of Western modernity? A geopolitical project? A particular sort of social imaginary which reinforces power relations? Is it just about achieving high rates of economic growth? This core course in Development Studies introduces students to the various meanings of development and the history of development theory from classic political economists such as Adam Smith and Karl Marx, to theories of modernization, dependency, developmentalism, neoliberalism, as well as critical development theory, post-development, feminist theories, and greening development. The course will cover these theories chronologically in order to better understand how these ideas evolved over time and the particular historical and geo-political contexts in which they are situated. This is not a course on development policy and projects, but rather the underlying assumptions and logics which guide such practices. Students will deepen their understanding of the evolution of past and present development debates and be able to think critically about the notion of ‘development’.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

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

- Think critically about the various meanings and interpretations of development.
- Explain the history and trajectory of development thinking and theory and how they relate to one another.
- Discuss the major theoretical and conceptual approaches in development studies and their principal assumptions.
- Write an analytical research paper at an advanced level.

- Critically evaluate issues related to the theories and application of development.

READINGS AND TEXTBOOKS

Readings from the textbooks are mandatory.

Supplemental readings are so labeled on the course schedule.

1. Desai, V; Potter, R (Eds) (2008). *The Companion to Development Studies*. Second edition. London: Hodder Education. [\(Available online through UCalgary library\)](#)
2. McConnell, C; Muai, D; Clarke, A. (eds) (2021). *International Community Development Practice*. New York, London: Routledge. [\(Available online through UCalgary library\)](#)
3. Peet, R; Hartwick, E. (2009). *Theories of Development: Contentions, Arguments and Alternatives*. Second Edition. New York, London: Guilford Press. [\(Available online through UCalgary library\)](#)
4. Rodney. W. *How Europe Underdeveloped Africa*. Lagos, Abuja: Panaf Publishing.
5. Veltmeyer, H and Bowles, P (Eds) *The Essential Guide to Critical Development Studies*. Second Edition. Routledge. [\(Available online through UCalgary library\)](#)

REQUIRED TECHNOLOGY and EQUIPMENT:

Access to a computer and stable internet are required for this course. These will enable access to the course portal (D2L) for independent study as well as other independent study needs.

SUPPLEMENTARY FEES

None

COURSE REQUIREMENTS AND ASSESSMENT

Component	Weight (%)	Date
In class participation	18	Continuous assessment
Rapid write assessment 1	8	Hand out, Jan 23, Due Jan 30
In class test	26	Feb. 29
Rapid write assessment 2	8	Hand out Mar. 19, Due Mar. 26
Final exam	40	Set by registrar

- Rapid write pieces are take-home assignments, and not subject to close-book requirements.
- In class test and the final are closed-book exams.
- The final exam **will be cumulative** and cover content between the first and last day of class.
- Test format:
 - “Rapid write” pieces will be restricted to one-page of intentional response to a topic of discussion minus references. They are designed to develop your analytical skills related to “contentious” issues in the field of development theory and practice. More to come.
 - In class test and final exam will use a **short answer format**. The aim of assessment is to ascertain students’ mastery of content, understanding and ability to apply the content. To this end, assessments will use an analysis and demonstration of understanding framework, and to a lesser extent, a recall framework. Thus, in addition to a few recall type questions, class tests will consist of short answer questions that have a why, how, explain tone. You

may also be invited to explain the context of tables, diagrams, images, and indices that were introduced in class. Multiple-choice questions will not be used as an assessment tool. There will be a test preparation class, where students can clarify any arising questions before each assessment.

- Class participation: This will not be measured by merely showing up to class but in taking part in in-class quizzes, huddle groups, independently answering and asking questions and generally being an engaged student in the class, its people, and the materials. Attendance will be taken to track participation, but it is not the measure of participation.
- 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>) Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam and will receive a mark of zero on the exam or assignment.
- **Please note that makeup tests/exams may differ significantly in format and/or content** from the regularly scheduled test/exam. For example, deferred exams may be essay style or any format I deem appropriate under the and/or some circumstances.
- **The registrar schedules final exams.** All students must make provision to be available on that date and time to take the final exam. As per this guidance, only the Registrar can approve a deferred final exam: Deferral of the registrar-scheduled final exam requires Registrar approval <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>. For Winter 2024 that approved registrar-scheduled deferred final exams will be written May 20-25.
- Students may be asked to provide supporting documentation for an exemption/special request. 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. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. 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.

NOTE: Should a request to defer term work exceed the end of the term, a Deferral of Term Work form must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean or designate and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. Application information is available at: <https://www.ucalgary.ca/registrar/student-centre/student-forms>

Other important dates for students

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%

Please note that no extra credit or ‘make up’ work is available in this class. You do not need to pass each course component to earn a passing grade in the class.

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

- Please note that this class is discursive in nature for maximum learning benefit.
- Group huddle sessions are an important teaching component that students should expect to participate in.
- The class environment is a safe and brave space where everyone is encouraged to share without fear of reprisal, judgement, or ridicule.
- Lectures **should not** be recorded, unless related to an accommodation approved by the Accessibility Office.
- Class notes will not be shared in advance of classes.
- Instructor may only be contacted by email at ryembila@ucalgary.ca.

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>

ACADEMIC 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.

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. 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
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

Topic	Required Readings	Week of....
What is this course about?	Meet and greet. Critical Development Studies: The Why and the How <ul style="list-style-type: none">• Veltmeyer and Bowles (2017), Introduction, in The Essential Guide to Critical Development Studies.	Jan 9,
Why development is colonial?	Deconstructing Development <ul style="list-style-type: none">• Mohammad Muaz Jalil (2022) Colonial Roots of Modern Development Discourse, International Journal of Political Economy, 51:2, 137-150, DOI: https://doi.org/10.1080/08911916.2022.2072313• Omar, S.M (2012): <i>Rethinking Development from a Postcolonial Perspective</i>. http://journal-of-conflictology.uoc.edu/joc/en/index.php/journal-of-conflictology/article/download/vol3iss1-omar/1296-3743-1-PB.pdf	Jan 11, 16
Unpacking the Practice	Development as Modernization <ul style="list-style-type: none">• Peet, R and Hartwick, E (2009): Development as Modernization (Ch. 4). 2nd Edition. Wiley• 'The Stages of Economic Growth', The Economic History Review, Vol. 12, No. 1, pp. 1-16. (<i>Supplementary</i>)	Jan 18, 23

<p>Is underdevelopment an intentional construct?</p>	<p>Structuralism and Dependency Theory</p> <ul style="list-style-type: none"> • Kay, C (2022) in Veltmeyer and Bowles, The Essential Guide to Critical Development Studies. • Walter Rodney (1975, 2009). How Europe Underdeveloped Africa. Introduction. <p>Write 1 Handout Jan 23</p>	<p>Jan 23, 25</p>
<p>The State and development: Where it works and/ where it doesn't?</p>	<p>The Developmental State</p> <ul style="list-style-type: none"> • The developmental state, globalisation, and structural transformations, Bowles in Veltmeyer and Bowles, The Essential Guide to Critical Development Studies. • Bello, W. (2009) 'States and Markets, states versus markets: the developmental state debate as the distinctive East Asian contribution to international political economy. <p>Write 1 Handout due Jan 30</p>	<p>Jan 30, Feb 1</p>
<p>Who should "do" development: Is it the model or the actors?</p>	<p>Post-Washington Consensus and neodevelopmentalism</p> <ul style="list-style-type: none"> • Wayenburgh (2017) The PostWashington Consensus', Ch. 15, in Veltmeyer and Bowles, The Essential Guide to Critical Development Studies. 	<p>Feb 13, 15</p>
<p>Still doing international development aid. Or are we?</p>	<p>Philanthropy Development: What does it look like—now?</p> <ul style="list-style-type: none"> • Mushita, A and Thompson, C (2017): Philanthrocapitalism and development <i>in</i> Veltmeyer and Bowles, The Essential Guide to Critical Development Studies. • Dambisa Moyo (2009): Is Aid Killing Africa? Bing Videos 	<p>Feb 6, 8</p>
<p>Reading Break.</p>	<p>No classes.</p>	<p>Feb 18-24</p>
<p>In a culturally complex world, development, and human rights? How does that work?</p>	<p>Human rights and development</p> <ul style="list-style-type: none"> • Declaration on the rights to development: Microsoft Word - English.doc (ohchr.org) • Peter Uvin (2007) From the right to development to the rights-based approach: how 'human rights' entered development. Development in Practice, Volume 17, Numbers 4-5, • Gordon Crawford & Bård A. Andreassen (2015): Human Rights and Development: Putting Power and Politics at the Center. Human Rights Quarterly (<i>supplemental reading</i>) <p>In class test 1 (Feb 29)</p>	<p>Feb 27, 29</p>
<p>Sustainable livelihoods to sustainable development?</p>	<p>Sustainable Livelihoods and Development</p> <ul style="list-style-type: none"> • John Farrington, Diana Carney, Caroline Ashley and Cathryn Turton (1999): Sustainable Livelihoods In Practice: Early Applications Of Concepts In Rural Areas Sustainable livelihoods in practice: early applications of concepts in rural areas - ODI Natural Resource Perspective Number 42 (indiana.edu) • Nithya Natarajan, Andrew Newsham, Jonathan Rigg, Diana Suhardiman (2022): "A sustainable livelihoods framework for the 21st century." World Development 155 (2022) 105898. https://doi.org/10.1016/j.worlddev.2022.105898 	<p>Mar 5, 7</p>

The buzz about social capital: Does it work?	Social capital and Development <ul style="list-style-type: none"> • Bebbington and Foo (2014) ‘Social capital and development, Ch.2.14, in Desai and Potter, The Companion to Development Studies Mohan (2014) ‘Participatory development’, Ch. 2.10, in Desai and Potter, The Companion to Development Studies • Bebbington, A., Guggenheim, S., Olson, E. and Woolcock, M. (2004) Exploring social capital debates at the World Bank. Journal of Development Studies 40(5): 33–64. 	Mar 12, 14
Sounds like a plan, what are the considerations?	Participatory Development <ul style="list-style-type: none"> • Mohan (2014): Participatory development Ch 2.10 in Desai and Porter, The companion to development studies • Dee Brooks, Gibson, H and Samah, A.A (2021): “Ensuring Participatory Planning” in International Community Development Practice. McConnell, C, Muia, D and Clarke, A (Eds) Ch 4. (pp. 85-112) <p>Write 2 Hand out March 19</p>	Mar 19, 21
Adaptable development? What have we been waiting for?	Development in a Post-COVID World <ul style="list-style-type: none"> • Melissa Leach, Hayley MacGregor, Ian Scoones, Annie Wilkinson (2021) Postpandemic transformations: How and why COVID-19 requires us to rethink development, World Development, 138. • Buscher et al. (2021) Planning for a world beyond COVID-19: Five pillars for post-neoliberal development, World Development, 140. <p>Write 2 Due March 26</p>	Mar 26, 28
Consolidating development	Social Accountability for Development <ul style="list-style-type: none"> • Malena, C, with Reiner Forster and Janmejy Singh (2004). Social Accountability: An Introduction to the Concept and Emerging Practice. The World Bank, SAC paper Final Edits 12.8.04.doc (ircwash.org) • Fox (2015). ‘Social Accountability: What Does the Evidence Really Say?’, World Development, Vol. 72: 346-361. 	Apr 2, 4
Final exam review	Last Day of classes	Apr 9
Final Exam Period	Date To be Determined	Apr 12-23

IMPORTANT DATES

M Jan 8	Start of Classes
R Jan 18	Last day to drop a class without a financial penalty
F Jan 19	Last day to add or swap a course
F Jan 26	Fee payment deadline for Fall Term full and half courses.
M Feb 19	Alberta Family Day No Classes.
Feb 18-24	Reading Break. No classes.
F Mar 29	Good Friday no classes
M Apr 1	Easter Monday no classes
T Apr 9	End of classes, Last day to withdraw from half courses.
Apr 12-23	Fall Final Exam Period.
May 20-25	Exam period for Registrar deferred final exams

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>