

CARLETON UNIVERSITY

Bachelor of Global and International Studies

GINS 1100-B Global Development

Mondays 2:35pm-4:25pm Location: **ONLINE**

Instructor: Pablo Heidrich

E-mail: pablo.heidrich@carleton.ca

Office Hours: Tuesdays 9:30-11:00am

Office: **ONLINE**

Tutorial Sections and Teaching Assistants

| Section | Day | Time | Teaching Assistant e-mail |
|---------|-----------|-----------------|--|
| B-1 | Monday | 9:35- 10:25 | Mutasem Abu Hammad |
| B-2 | Wednesday | 8:35-9:25 | MutasemAbuHammad@cmail.carleton.ca |
| B-3 | Tuesday | 11:35- 12:25 | Ladna Ahmed |
| B-4 | Monday | 10:35- 11:25 | ladna.ahmed@carleton.ca |

Course Description

This introductory course provides the foundations for further study of global or international development at the undergraduate level. It provides basic concepts used as well as brief history of the field, as created in the developed North to inquiry about regions and countries in the developing South. The fundamental question addressed in this course is why some nations are rich while others are poor, and how the relations among them influence the living standards of their populations. The answers are provided in two sets, a general and a more specific one, though a sample of cross-cutting developmental issues. First, general approaches to development are compared and the main development actors are laid out: states, civil society organizations, multinational enterprises and international financial institutions. Secondly, a series of cross-cutting aspects are brought in for a closer examination from a multidisciplinary development perspective: gender and inequality, environmental sustainability and climate change, urban and rural cleavages, indebtedness and trade policies, poverty measurement and policy approaches, and finally, humanitarian assistance and emergency interventions.

There are no pre-requisites for this course.

Learning Outcomes

By the end of this course students will be able to:

- Define and describe basic dimensions of “development”, as well as the meanings given to the term across peoples, countries and cultures.
- Understand how the historical experience of North-South relations constructs the evolving Northern theories of global or international development.
- Critically evaluate the main policy debates on development policy regarding gender, environment, economic globalization, poverty alleviation and emergency humanitarian responses.
- Observe how development policy analysis and theoretical discussions are carried out at global, regional, national and local levels, being aware of the resulting influences across them.
- Contextualize the Canadian and other Northern debates on international aid and the roles of NGOs and civil society in international cooperation.
- Make better educated choices in regards to what sub-fields and/or geographical areas of specialization to follow if decided to go forward with development studies.

ONLINE Class Format and Expectations

Our weekly classes will be made up of one pre-recorded lecture of 30-45 minutes, an optional one hour question and answer session with the professor, and an obligatory 50-minutes discussion session online with the assigned Teaching Assistant.

Pre-recorded lectures will provide the theoretical and conceptual basis for each general aspect, actors and topics, including clarification of key concepts and examples of how they can be applied. The optional Q&A session with the professor will supply opportunity to review and discuss course material in a voluntary but plenary context. The smaller discussion sessions (of obligatory attendance) will add further examples and clarifications, sometimes in debate format, as well as to advance in the research needed to produce the final writing assignment.

Informed and active participation is expected to all weekly discussion sessions. Informed is defined as having done all required readings prior to each class. Active participation is defined as making questions, providing comments, or volunteering answers during the discussion sessions, reflecting one’s informed readings.

If you do not watch the pre-recorded lectures, do not attend the Q&A sessions, and/or miss tutorial (discussion session) you will still be examined on all course material discussed on those occasions at the time of bi-weekly evaluations.

Note on punctuality and ONLINE behavior: Late arrival or early departure from a lecture or discussion session is disruptive. Please, keep respectful behavior on-screen and on-mike at all times. Breaks from any of that will be counted against your overall evaluation.

It is HIGHLY ENCOURAGED that you keep your video feed on during the times you are attending the Q&A sessions with the professor or the discussion sessions with your Teaching Assistant.

Evaluation and Grading

| | | |
|-------------------------------------|-----|--|
| Discussion Sessions participation | 20% | full attendance PLUS active participation |
| Weekly evaluations (5 best of 6) | 50% | every two weeks through the term. |
| Country Report (writing assignment) | 30% | due one week into examination period. |

No make-up weekly evaluations are given without a medical certificate provided within 2 days of the missed exam.

No extensions on the country report are given for any reason. Penalty for late submission of the writing assignment is one grade point (ie. from A to A-) per day.

Bi-Weekly evaluations

Six bi-weekly evaluations will be done in the course. They will include multiple choice, true-false, short definitional questions and occasionally, a short essay question (less than 250 words). They will each cover all class material given that week, **defined as the sum of readings, lectures, and discussion sessions**. The five best results will be included in the calculation of the final grade. They will account for 50% of the total.

The evaluations will be done during the lecture time, on Mondays from 2:35 to 4:25pm. The time allowed for the exercise will be approximately 40 minutes, to be completed in the 110 minutes window assigned to the course in Carleton's schedule.

Country Report (writing assignment)

Students are expected to write a **20-page double-spaced paper**, including bibliography, on a developing country assigned during the first weeks of class. The paper should be an original account of the recent and current state of development of a that nation, sourced from publicly available literature, particularly scholarly literature. Most sources in each topic must be academic, but other sources, such as news media, magazines or newspapers can be used as auxiliary.

The paper will be structured in 9 sections, plus an introduction and a conclusion. Each section will correspond to one of the development topics covered in classes 4 to 12. The introduction will provide basic details on the country assigned. The conclusions will summarize your evidence-based assessment of what have been the main developmental challenges and opportunities of the assigned country, and look forward 5 to 10 years from now as to what are the likely outcomes.

It is an essential requirement that the paper includes statistical (as well as anecdotal) evidence of each of the topics you are covering, as well as different or opposing points of view in regards to your case.

The most important aspect of the paper is to demonstrate your full understanding of key concepts from each of the development topics that we will be studying in the semester, and make successful applications to current, relevant issues of the developing country chosen.

The writing assignment is **due in electronic form one week into examination period.**

Textbooks and Other Readings

Introduction to International Development: Approaches, Actors, Issues, and Practice. **3rd edition** by Paul A. Haslam (Author), Jessica Schafer (Author), Pierre Beaudet (Author)

E-book version with e-resources: <https://redshelf.com/book/571360/introduction-to-international-development-571360-9780199018918-paul-haslam-jessica-shafer-pierre-beaudet>

Or paper version:

https://www.amazon.ca/Introduction-International-Development-Approaches-Practice/dp/0199018901/ref=dp_ob_title_bk

Other recommended readings will be posted through CU Learn.

Weekly Schedule

Class 1 (January 11): History of Development as a Concept

Textbook, Chapters 1, pp. 2-15 plus box in p. 16.

General explanations on course expectations, online communications, evaluations.

Countries for writing assignment are assigned.

Class 2 (January 18): Colonialism as a Preface to Development

Textbook, Chapter 2, pp. 23-41.

Class 3 (January 25): Theories and Praxis of Development

Textbook, Chapter 3, pp. 41-62.

Textbook, Chapter 6, pp. 102-114.

Weekly evaluations begin (material from class 2 and 3 only)

Class 4 (February 1): States in Developing Countries

Textbook, Chapter 7, pp. 124-140.

Class 5 (February 8): Aid Agencies and IFIs

Textbook, Chapter 8, pp. 141-160.

Textbook, Chapter 9, pp. 161-166.

Textbook, Chapter 10, pp. 180-199.

Weekly evaluation.

Class 6 (February 22): NGOs, Civil Society and CSR

Textbook, Chapter 12, pp. 221-239.

Textbook, Chapter 11, pp. 213-219.

Class 7 (March 1): Gender Perspectives and Contestations

Textbook, Chapter 5, pp. 84-101.

Textbook, Chapter 6, pp. 114-121.

Weekly evaluation.

Class 8 (March 8): Environment and Climate Change

Textbook, Chapter 17, pp. 320-340.

Class 9 (March 15): Global Trade, Multinational Corporations and Development

Textbook, Chapter 11, pp. 200-212

Textbook, Chapter 15, pp. 282-298

Weekly evaluation.

Class 10 (March 22): Debt, International Finance and Development

Textbook, Chapters 9, pp. 167-179

Textbook, Chapter 14, pp. 262-280

Class 11 (March 29): Urban- and Rural-Specific Development Issues

Textbook, Chapter 18, pp. 341-369

Textbook, Chapter 19, pp. 362-373

Weekly evaluation.

Class 12 (April 5): Poverty: Measurements and Policy Responses

Textbook, Chapter 24, pp. 462-479

Textbook, Chapter 25, pp. 481-498

Class 13 (April 12): Development and Global Health

Textbook, Chapter 20, pp. 382-399

Weekly evaluation.

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (*if applicable*).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGLnS office in 2404R, Richcraft Hall. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

| Percentage | Letter grade | 12-point scale | Percentage | Letter grade | 12-point scale |
|------------|--------------|----------------|------------|--------------|----------------|
| 90-100 | A+ | 12 | 67-69 | C+ | 6 |
| 85-89 | A | 11 | 63-66 | C | 5 |
| 80-84 | A- | 10 | 60-62 | C- | 4 |
| 77-79 | B+ | 9 | 57-59 | D+ | 3 |
| 73-76 | B | 8 | 53-56 | D | 2 |
| 70-72 | B- | 7 | 50-52 | D- | 1 |

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGIInS website is the official course outline.