Carleton University
Department of Sociology and Anthropology
ANTH 2850B
Winter 2019
Development and Underdevelopment

Instructor: Ishara Mahat
Office: A701 Loeb
Office Hours: Wednesday 2 - 2.30 PM
Tel: 613-520-2600 x 1842
E-mail: ishara.mahat@carleton.ca

Class hours: Wednesday 2.35-5.25
Classroom: Southam Hall 413

Course Description and Objectives: This course will provide a broad overview of the contemporary development issues, theoretical debates and practical challenges in international development and globalization. It aims at familiarizing students on different concepts, theories and practices of development as well as the methodological challenges and issues in the international development. The theoretical debates on international development will be examined and analyzed in relation to social and political contexts of the developing countries. A few case studies will be explored to highlight the theoretical gap that has impacted the lives of working people, women, and indigenous peoples in the developing world. This course will also examine the extent of development aids that are culturally informed and draw upon local knowledge and partnerships.

Learning Outcomes:

a) Students will be able to understand the development concept, theories and practices and their relevance in international development,

b) The students must demonstrate the ability to analyze the critical process of development and methodological challenges of development in practice,

c) The students will be able to integrate the learning outcome of this course with their overall learning.

TEACHING METHODS

This course will consist of one weekly session of three hours. The classes will be combined with lectures and discussions. The first half of the class will be focused on lectures from the textbook and the second half of the class will be in a seminar form to discuss the different aspects of development theories and practices from the readings of articles and films.
This method of pedagogy is essential for learning this course as most of the article readings will be discussed in class, and the chapters from the books will be delivered as lecture sessions while encouraging for questions and discussions during the session.

It is the responsibility of the students to keep up with the readings throughout the semester and to engage scholarly. The students should read the weekly readings BEFORE the class discussions. It is expected that students will engage actively with the scholarly literature in a critical way. The ideas, opinions and thoughts of all students are to be respected and are all valid.

**ASSESSMENT METHODS**

<table>
<thead>
<tr>
<th>Evaluation format</th>
<th>Weight</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and discussion</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Research topic</td>
<td>20%</td>
<td>Feb. 13</td>
</tr>
<tr>
<td>Final research paper</td>
<td>30%</td>
<td>March 20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>Final exam week</td>
</tr>
</tbody>
</table>

**Research Topic/Outlines:** The students will select a research topic of their interest on particular issues related to development theory and practices. A brief outline (4 pg.) explaining the research questions, rationale, key arguments, and a brief research plan must be submitted by Feb. 13. A detailed guideline for the research topic is attached.

**Final Research Paper:** A final paper including the research questions, context, issues and problems, rationale, key arguments and opinions supported by at least three peer-reviewed journals, and recommendation and strategies is due on March 20. A detailed description of the research paper is attached (See Annex I) at the end of this course outlines. This will also be posted in Culearn.

**Final Exam:** Final exam will include short answer questions and at least one essay question.

**Participation and Discussion:** Students are required to participate actively during the seminar (question/answer session) class based upon the assigned readings for the week as well as after the presentation of a film. Groups are assigned for the readings for each week for which they will need to produce two pages summaries and present them in the class. Each student also has to produce five reading summaries from the reading assigned (difference from the group readings) for the seminar class starting form Jan. 30. Attendance will also be taken every week excluding the first two weeks. In order to get full mark in participation, it is essential that you have got full attendance, participated in the discussion, completed the group and individual summaries and presented them in the class.
Course Requirements and Expectations:

1. Students are required to be punctual in all lectures and discussions.
2. Students must read all of the assigned readings in order to be able to participate in class.
3. Students must complete all of the assignments as instructed.
4. It is important to listen to the lectures and discussions, and the instructions from the Professor.
5. Please make sure that you turn off your cell phones, and also you are not permitted to use Facebook during class.

Note on the Preparation of Assignments: All written work should be prepared in accord with the conventions of scholarly writing. Assignments should:

- be properly formatted (1” margins, readable 12pt. font, double-spaced).
- be rigorously checked for spelling and grammar
- include a title page with the title, your name(s), student #, course # and the name of the professor
- include page numbers
- provide citations for all sources and quotations – see the departmental style guide for guidelines (http://www.carleton.ca/socanth/anthropology/undergraduate/style_guide.html)
- include a bibliography at the end

Late assignments are subject to a deduction of 10% of the total grade per week beginning the day after they are due. Assignments are always due in-class. Should your absence from class on that day be unavoidable, you can submit your assignment through the departmental drop box (located in the door of the main office (Loeb B750). Consult the department's drop-box policies for more details (https://carleton.ca/socanth/contact-us/). It is your responsibility to confirm that assignments submitted to the drop-box have been received by the Professor.

Required Text Book:

Recommended Readings:

Other reading materials and articles will be posted in CuLearn. The important web links will also be listed in Culearn that serve helpful reading to understand the different perspectives of International Development.
# Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 9</td>
<td></td>
<td>Introduction to the Course and Course themes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part I: International Development</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seminar</td>
<td>Human Development Report 2010, Chapter 1, pp. 11-24, Chapter, 5: pp. 85-100</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part II: Theories of Development</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seminar</td>
<td>Sally, M. (2008) 'The role of the privileged in responding to</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Part III: Actors in International Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feb. 13</strong> Research Topic due</td>
</tr>
<tr>
<td><strong>Feb. 18- 22</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part IV: Issues and Practices in International Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Documentary**

<table>
<thead>
<tr>
<th>A World without Water</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=tlfMBQGZUvQ">https://www.youtube.com/watch?v=tlfMBQGZUvQ</a></td>
</tr>
</tbody>
</table>

**March 20**

**Lecture**


**Seminar**


**Part V: Gender Culture and Development**

**March 27**

**Lecture**


**Seminar**


**April 3**

**Presentation of Film**

| Film: Missing women female-selective abortion and infanticide (54 minutes) |

**Second half**

| Exam Review |

Readings with asterisk represent the readings for discussion class.

**Important Information:**

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- A = 85-89
- A- = 80-84
- B+ = 77-79
- B = 73-76
- B- = 70-72
- C+ = 67-69
- C = 63-66
- C- = 60-62
- D+ = 57-59
- D = 53-56
- D- = 50-52
- F = Below 50
- WDN = Withdrawn from the course
DEF = Deferred (See above)

**Academic Regulations, Accommodations, Plagiarism, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: [http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Academic Accommodations for Students with Disabilities**
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 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*).

* The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is **March 15, 2019.**

**For Religious Obligations:**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Pregnancy:**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Survivors of Sexual Violence**
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [www.carleton.ca/sexual-violence-support](http://www.carleton.ca/sexual-violence-support)

**Accommodation for Student Activities**
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the
Plagiarism
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- 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).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage
the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.

- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://students.carleton.ca/](https://students.carleton.ca/)

---

**ANNEX I: Descriptions of Research Project**

**Step 1:** Choose a *research Topic*: Decide on what do you want to research on? At this point you must have clear questions in your mind that needs to be elaborated for your outlines. This can be emerged either from your readings or observations in the current perspectives of development, the challenges, processes and the practices. Choose one that interests you most, and develop a paper in a regional context.

**Step 2: Research Outlines (Due on Feb. 13):** The next step is to elaborate your research questions identifying the major issues and challenges, and explaining the rationale of doing your research. Your research outlines must include the following;

1. Topic statement: Why is it of interest and how it fits within the broader perspectives of sociology and anthropology of development?
2. Thesis statement: What is your preliminary thesis that suggests a direction to pursue your paper?
3. Rationale of your paper: Why your thesis and topic is significant?
4. Statement of key arguments: What are the key issues that you have learned from the scholarly debate in literatures?
5. Methods: How do you plan to carry out the rest of your research?

**Notes:** Your research outlines should not exceed four pages (1.5 line spacing) including bibliography. The outlines should be handed in class.

**Step 3: Final Research Paper (Due on March 20):** At this point, you will develop a comprehensive scholarly paper explaining your research questions analyzing the information and the case histories, and present/discuss your arguments with evidence from literatures. (Please **make sure** that you have referred at least three peer-reviewed journals articles). On the whole, your paper includes the following;
1) **Title of research** (You must have a title page including your research title, your name and ID)

2) **Introduction** (Elaborate the title providing the context and your preliminary thesis),

3) **Body**: Analyze the key arguments with critical observation of facts and figures, and develop your arguments and opinions referring to the literatures in relation to contemporary context of development. You may use the subheadings for highlighting the key discussions,

4) **Conclusion**: Your conclusion should summarize the preliminary thesis, key arguments and your personal stake in the discussion. You must also provide one or two points suggesting alternative approaches and strategies dealing with the key challenges,

5) **Bibliography**: Your paper must include the complete set of bibliography with proper citations. You can use either APA style or MLA style of citations. Please be consistent in using the citations throughout the paper.

**Notes:**
- Paper length should not exceed 8 pages (1.5 line spacing) including bibliography.
- The paper should be handed in class; email submission is not accepted.
- **Criteria for Assessment**: clarity of thesis, logical presentation, originality of arguments, effective use of relevant readings and proper citations, and balance sentence with proper use of grammar and spellings.

**Annex II: Reading Summaries:**

The Reading summaries should include the following points;

1. What was the purpose of this research/article?
2. Summarize the key arguments from the text in your own words,
3. What did you think was most interesting about the article?
4. What are the strengths weaknesses and relevance of the article?
5. What questions do you think the article poses for further discussion?
6. Any other points you would like to discuss on the article.

For individual summary please include one or two questions to discuss with fellow students in the class. For group summary, please include more than three questions to ask to your fellow students and to stimulate the class participation and discussion.