

Carleton University
Department of Sociology and Anthropology
ANTH 2850A
Fall 2023
Anthropology of Development

Instructor: Ishara Mahat
Office Hour: (Monday 4.00-5.00 PM)
Method of Delivery: In person

Class posted: Monday: 6.05-8.55 PM

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In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Description and Objectives: This course will provide a broad overview on the contemporary development issues, theoretical debates and practical challenges in international development through anthropological viewpoints. It aims at familiarizing the 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:

- **At the end of this course, students should be able to explain** the development concept, theories and practices and their relevance in international development,
- **At the end of this course, students should be able to analyze** the critical process of development and methodological challenges of development in practice,
- **At the end of this course, students should be able to integrate** the learning outcome of this course with their overall learning.

COURSE STRUCTURE AND NAVIGATION

This course will consist of six modules, and each module includes two weekly sessions of three hours. Each module contains a series of lectures and seminars along with other activities such as reading reflections, and research projects.

The first half of the class will be focused on lectures from the different texts, 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.

The students should read the weekly readings BEFORE the class discussions. It is expected that students will engage actively with scholarly literature in a critical way.

ASSESSMENT METHODS

Evaluation format	Weight	Date
Group presentation and discussion	10 %	Full Term
Class participation and attendance	10%	Full term
Research Outlines	15%	Oct. 6

Final Research paper	35%	Nov. 20
Final Exam	30 %	During exam period

Group presentations and discussion: A group of students will be assigned to a reading article to present and discuss in the class. Following the group presentation there will be question answer sessions moderated by the group, in which each student must participate either by asking or answering the questions. The group is also responsible for producing a reading summary (3 pages) for the assigned reading article. In preparing the group work, each member of the group should respect each other's ideas and opinions and work in cooperation with each other. At the same time the rest of the students must also respect the values, ideas and opinions of each other in engaging in interactive discussion.

Class Participation and Attendance: Your participation in class discussion is very important to make the learning more interactive and engaging. To get a full mark for participation you must attend the class regularly as well as take part in the group discussions.

Research Topic/Outlines: The students will select a research topic of their interest on issues related to development theory and practice explaining the research questions, rationale, key arguments, and a brief research plan that must be submitted by Oct 6. A detailed guideline for the research outlines is included in Annex 1.

Final Research Paper: A final paper including the research questions, context, issues and problems, rationale, key arguments, and opinions supported by at least five peer-reviewed journals, and recommendations and strategies is due on Nov. 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 Brightspace.

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

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

Course Requirements and Expectations:

1. Students must read all the assigned readings to be able to participate in class.
2. It is important to keep updated with weekly materials and deadlines.

3. Students must complete all the assignments as instructed.
4. Please make sure that you have a good access to internet, and computer.
5. You are not allowed to share the education materials (lecture video and power point slides) that is exclusively restricted for learning purpose for this course.
6. Since this is a multicultural class (as we come from different background but belonging to the same learning community), we must respect each other's ideas and opinions to be able to learn freely in the safe environment.
7. Our course learning is based on active learning process in which, we learn not only from the text, but also from each other including your classmates. It is essential that we urge for best possible ways to integrate each other's experiences, and voices to make the learning more productive for all.

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 line spacing).
- 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.

Required Text

Book:

There is no textbook for this course. All reading materials are available through ARES and the online library of Carleton. Important weblinks are also posted in Brightspace.

Class Schedule:

Sept. 11	<p>Introduction to the Course and Course themes</p> <p>Readings:</p> <p>Hickel, J. (2015) <i>Death of International Development</i>, <i>Red Pepper</i>, https://www.redpepper.org.uk/essay-the-death-of-international-development/</p>
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	Lorenzo-F. (2015), Post GDP World, <i>Foreign Policy</i> , https://foreignpolicy.com/2015/06/02/a-post-gdp-world/
Module I: Socio - Anthropology of Development	
Sept. 18 Lecture	De Saardan, O. (2005) 'The Socio-Anthropology of Development,' in <i>Anthropology and Development: Understanding contemporary Social Change</i> . London & New York: Zed Book. Pp. 23-41.
Seminar	Arturo Escobar (1991). 'Anthropology and the Development Encounter: Making and Marketing of Development Anthropology, <i>American Ethnologist</i> 18(4): 658-682.
Sept. 25 Lecture	Schaer, Haslam and Beaudet (2017). "Meaning, "Measurement and Mortality in International Development", in Haslam, A. P., Schafer, J. and Beaudet, P. (Eds.) <i>Introduction to International Development: Approaches, Actors and Issues</i> pp. 2-24 Ted Talk – Michael Green https://www.youtube.com/watch?v=o08ykAqLOxk
Seminar	Wet. J. & Porter, S. (2009) "Who will guard the guardians? Amartya Sen's contribution to development evaluation", <i>Development in Practice</i> , 19 (3) 288-299 Anderson, T. (2014) Human development, the state and participation, <i>Development Studies Research</i> , Vol. 1 pp. 64-74*
Module II: Imperialism and Colonialism	
Oct. 2 Lecture	Watt, A.C. (2011) "The Relevance and Complexity of Civilizing Missions c. 1800-2010", in Mann, M. & Watt, A.C. (Eds.) <i>Civilizing Mission in Colonial and Postcolonial South Asia: from Improvement to Development</i> . pp.1- 34. (Ebook) Dr Shashi Tharoor - Britain Does Owe https://www.youtube.com/watch?v=f7CW7S0zxv4
Seminar	Nayyar, D. (2014) "The West and the Rest in the World Economy": The Next Transformation", in <i>Challenge</i> , Vol. 57 (2), 26-41. Ghoshal, S. (2021) Race in South Asia: Colonialism, Nationalism and Modern Science, <i>History compass</i> , Vol.19 (2) pp. 1-11
	Research Outlines due on Oct. 6- No class Oct 9 (Thanksgiving)
Module III: Development Theories and Challenges	

Oct. 16 Lecture	Harris, J. (2014) 'Development Theories', in Alder, B., Kanbur, R. Malone, D. & Medhora, R. (Eds.) <i>International Development: Ideas, Experience and Prospects</i> , Oxford University Press. (Online access)
Seminar	<p>Kelly, R. (2008) 'No return to the state: Dependency and Developmentalism against Neo-liberalism', <i>Development in practice</i> 18. 3: 319–32</p> <p>Kreutzmann, H. (2008) Dividing the World: Conflict and Inequality in the Context of Growing Global Tension, <i>Third World Quarterly</i> 29.4: 675–89</p>
Oct. 30 Lecture	Gardner, K. and Lewis D. (1996). 'Anthropology, Development and the Crisis of Modernity'. In Gardner, K. and Lewis D. (Eds.), <i>Anthropology, Development and the Post-Modern Challenge</i> . Pluto Press, pp.1-25. (google book)
Seminar	<p>Kappeler, A. (2017) From reactionary modernization to endogenous development: the revolution in hydroelectricity in Venezuela, <i>Dialectical Anthropology</i>, Vol. 41, No. 3, pp. 241-262</p> <p>Dalakoglou, D. & Kallianos, Y. (2018) 'Eating mountains' and 'eating each other': Disjunctive modernization, infrastructural imaginaries and crisis in Greece, <i>Political geography</i>, 2018, Vol.67, p.76-87</p>
Reading Week	Oct. 23-27 (No class)
Module IV: Globalization and International Development	
Nov. 6 Lecture	<p>Friedman, J. (2005) "Globalization, Disintegration, Re-organization: The Transformations of Violence" in Edelman M. & Haugerud A. (Eds.) <i>The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism</i>, Blackwell Publishing. pp.160-168 (Ebook)</p> <p>A future imperfect: why globalisation went wrong Adrian Wooldridge TEDx London Business School https://www.youtube.com/watch?v=agjGFwpTFaM</p>
Film: Reflection and Discussion	Film: Life and Debt (Online access through library)
Nov. 13 Lecture	<p>Sridhar, D. (2008) 'Hungry for Change, The World Bank in India', <i>South Asia Research</i>, Vol. 28 (2) pp. 147-168 World Bank: http://www.youtube.com/watch?v=bKjgCYRHhzk&feature=related</p>

Seminar	<p>Ngaire, W. (2008) "Whose Aid? Whose Influence? China, Emerging Donors and the Silent Revolution" <i>Development Assistance International Affairs</i>, Vol. 84(6): pp. 1-17.</p> <p>Reese, G., Prochh, J. & Cohrs. J. C. (2014) Individual differences in responses to global inequality: Personality and Global Inequality, <i>Analysis of Social Issues and Public Policy</i>, Vol. 14 (1)*pp. 217-238*</p>
Module V: Issues and Practices in International Development	
Nov. 20 Lecture	<p>Saidul, I & Hui, S. L. (2015) "When nature strikes a sociology of climate change and disaster vulnerabilities in Asia", <i>Nature and Culture</i>, Vol. 10(1) pp. 57-81</p> <p>Climate Change in Bangladesh https://www.youtube.com/watch?v=99jkZ-6vvvE</p> <p>Research Paper Due by 11 PM</p>
Seminar	<p>Alston, M. Whittenburry, K. Haynes, A. & Godden, N. (2014) "Are climate challenges reinforcing child and forced marriage and dowry as adaptation strategies in the context of Bangladesh? <i>Women Studies International Forum</i>, Vol. 47. pp. 137-144.</p> <p>Laura, C., Masae, A., McGregor, J., Promphaking, B. (2013) "Cultures of Aspiration and Poverty? Aspirational Inequalities in Northeast and Southern Thailand", in <i>Social Indicators Research</i>, Vol. 114(3) pp. 1049-1072</p>
Nov.27 Lecture	Birn, A. (2011) "Addressing the Social Determinants of Health: The Key Global Health Ethics Imperative of Our Times", in Benatar S. & Brock, G. (Eds.) <i>Global Health and Global Health Ethics</i> . Cambridge University Press, pp. 37-52 (Ebook)
Film:	<p>A World without Water https://www.youtube.com/watch?v=tlfMBQGZUvQ</p>
Module VI: Gender Culture and Development	
Dec. 4 Lecture	Jaquette, J.S. and Staudt, K. (2006) "Women, Gender and Development", in Summerfield, G. & Jaquette, J.S. (Eds.) <i>Women and Gender Equity in Development Theory and Practice: Institutions, Resources and Mobilization</i> , Duke University press, (Online library access)
Seminar	<p>Brown, Y.A. (2011) "The Reproduction of Inequality: Race, Class, Gender, and the Social Organization of Work at Sites of Large-Scale Development Projects", <i>Social Problems</i>, Vol. 58(2) pp. 281-303</p> <p>Chaudhari, S. (2012) "Female Infant Mortality Disadvantage in India: A Regional Analysis" <i>Review of Radical Political Economics</i>, Vol. 44 (3) pp. 321-326</p>

Dec. 8	Film: Missing women female-selective abortion and infanticide (Online access through library)
	Wrap up and Review of Exam

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

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:

<https://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 December full fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.

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

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

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 where 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

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 national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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: <https://carleton.ca/career/>

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/>
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Important Dates and Deadlines: Fall 2023

August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.

September 1, 2023: Last day for receipt of applications from potential fall (November) graduates.

September 4, 2023: Statutory holiday. University closed.

September 5, 2023: Academic orientation (undergraduate and graduate students).

Orientation for new Teaching Assistants.

All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.

September 6, 2023: Fall term begins. Full fall, early fall, and fall/winter classes begin.

September 12, 2023: Last day for registration and course changes (including auditing) in early fall courses.

September 19, 2023: Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Last day to withdraw from early fall courses with a full fee adjustment.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.

September 22-24, 2023: Full summer and late summer term deferred final examinations will be held.

September 30, 2023: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.

October 1, 2023: Last day for academic withdrawal from early fall courses.

Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

October 6, 2023: December examination schedule (fall term final and fall/winter mid-terms) available online.

October 9, 2023: Statutory holiday. University closed.

October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

October 15, 2023: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 20, 2023: Last day of early fall classes.

Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination

regulations in the Academic regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by a course instructor as a due date for term work for early fall courses.

October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.

October 23-27, 2023: Fall break, no classes.

October 28-29,
November 4-5, 2023: Final examinations in early fall undergraduate courses will be held.

October 30, 2023: Late fall classes begin.

November 10, 2023: Last day to withdraw from late fall term courses with a full fee adjustment.

November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.

Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 17-19, 2023: Early fall undergraduate deferred final examinations will be held.

November 24, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 1, 2023: Last day for receipt of applications from potential winter (February) graduates.

Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term

undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 8, 2023: Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 9, 2023: No classes or examinations take place.

December 10-22, 2023: Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 22, 2023: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 25,
2023 through
January 3, 2024
inclusive: University closed.

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 need to be elaborated for your outlines. This can emerge either from your readings or observations in the current perspectives of

international 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 Oct. 6): 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 (double line spacing) including bibliography (at least three peer-reviewed articles). **The sample of outlines and the referencing style is also posted in the Brightspace.**

Step 3: Final Research Paper (Due on Nov. 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 to at least five peer-reviewed journals articles). Overall, 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 9 pages (double line spacing) including bibliography. This would mean the text page can range from 7- 8 pages, and one page for bibliography.
- **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.
- **All the assignments should be submitted online through Brightspace.**