

Carleton University
Department of Sociology and Anthropology
ANTH 2850
Winter Term 2026
Anthropology of Development and Underdevelopment
In-Person on Wednesdays 8:35am-11-35am

Instructor: Ph.D. Beatriz Juárez-Rodríguez

Email: beatriz.juarez@carleton.ca

Office: D793

Office Hours: by appointment (in person or via Zoom)

TA: TBD



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

This course offers an anthropological and critically engaged perspective on development, examining how the very notion of “development” has been shaped by colonial rationales,

extractivist economies, and processes of land dispossession and destruction. We will interrogate the social, economic, and political relations that underpin both development and underdevelopment, asking not only how these processes are defined but also by whom and for whose benefit.

Through readings in Anthropology of Development, Critical Development Studies and Global Justice, students will explore key themes such as modernization, dependency theory, globalization, racial capitalism, racism, global inequalities, development as discourse, gender relations, climate change, extractivist economies, land and food sovereignty, and global health. Special attention will be given to the ways in which development projects and policies reproduce systems of inequality, while also considering the role of institutions such as the United Nations, development agencies, NGOs, and social movements in both sustaining and challenging these structures.

Case studies will ground our discussions in lived realities, highlighting how development practices and discourses impact the everyday lives of women, children, Afro-descendant communities, and Indigenous peoples across diverse cultural contexts. Together, we will critically analyze the theoretical gaps and underlying factors that continue to shape global inequalities, while also engaging with alternative visions of justice, sovereignty, and sustainability.

Learning Outcomes

Upon successful completion of this course, you will be able to:

- Unpack and question dominant ideas of “development” and “underdevelopment,” recognizing how these concepts emerge from colonial histories, extractivist economies, racial capitalism, and global inequalities.
- Interrogate development through anthropological and decolonial critiques that expose its colonial legacies, gendered power hierarchies, and unequal effects on diverse communities.
- Analyze how development projects shape everyday life and how communities, especially racially marginalized women, children, Afro-descendant and Indigenous peoples, resist, reimagine, and transform these structures of domination.
- Reflect critically on your own positionality and assumptions about development, challenging Eurocentric and patriarchal frameworks while cultivating a justice-oriented and community-accountable perspective.

How we will learn? Pedagogy of Liberation: Voice, Respect, and Solidarity

This course follows a student-centered approach grounded in relationality, reflexivity, and co-creation. The classroom becomes a shared space where learners' voices and their critical role in constructing meaning are at the heart of the educational experience.

Learners are invited to take active responsibility for their engagement and pace, contributing to a vibrant, reciprocal learning community. Together—students and instructor—we cultivate an environment rooted in horizontal relationships, built on mutual respect across cultural, sexual, racial, political, and religious differences.

As an Afro-Latin feminist scholar, I approach teaching as a practice of liberation and transformation. Drawing inspiration from bell hooks' *Teaching to Transgress* (1994), this course explores how “development” is not only a contested idea but a material project of domination, embedded in colonial rationales, extractivist economies, and processes of land dispossession. It invites us to reimagine justice, progress, and collective well-being through ethnographic case studies that foreground resistance and alternative futures.

Course Structure

Throughout the term, students will engage in a series of interconnected learning activities designed to build critical, reflexive, and collaborative skills. Course work combines in-class participation, written reflections, online discussions, group presentations, and a final critical report. Together, these assignments guide students in analyzing development through anthropological, decolonial, and justice-oriented frameworks.

What you will be asked to do:

- **Participate actively in class** through discussions, small-group work, and six short in-class activities that scaffold your learning across key weeks of the course.
- **Write two short critical reflections** that summarize, compare, and analyze core readings and concepts.
- **Contribute to two online discussion forums** by responding to guiding questions and engaging with peers' ideas.
- **Collaborate on a group presentation** that maps a social movement or community initiative resisting dominant development models.
- **Produce a final critical report** (poster, slides, video, or podcast with notes) that analyzes a development or global justice issue, evaluates current responses, and proposes alternative solutions.

These components are designed to support cumulative learning, deepen your engagement with course themes, and strengthen your ability to think critically, creatively, and ethically about development and its alternatives.

Reading (s) and Audiovisual Material

- You are not required to buy any textbook for this class. Required readings for this course, including journal articles or book chapters, will be posted on ARES (accessed through our Brightspace course). All the readings are listed in the course schedule below.
- Weekly assigned readings might be changed to reflect learners' areas of interests after consultation with them.
- Links to assigned documentaries, YouTube or TED talk videos will be posted on our Brightspace course.

Digital Resources and Requirements

You will need:

- Digital access to Brightspace (<https://brightspace.carleton.ca/>)
- MS Office 365 (Students have free access to MS Office. Link: <https://carleton.ca/its/ms-offer-students/>)
- PDF Reader (part of your browser, Adobe Acrobat, or Mendeley, etc.)

Consultation with Instructor and TA

To schedule a meeting, please email me or our TA to arrange an appointment. I offer both in-person consultations and Zoom meetings, depending on your preference and availability. I will make every effort to respond within 48 hours on regular working days.

Please note: messages sent over weekends or holidays will be answered on the next business day.

AI use in this course

Learners may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor)
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor)

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI

Citation Style

The Chicago author-date citation style (17th edition) is recommended to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Course Evaluation

Course Timeline of Assignments

Participation (30%) scaffolding activities spread across Weeks 2, 3, 4, 6, 8, and 10.
Reflection 1 (10%) due Week 4 on Feb 4.
Discussion Post 1 (10%) due Week 5 (Feb 11- 18)
Reflection 2 (10%) due Week 11 on March 18
Discussion Post 2 (10%) due Week 11 (March 18-March 25)
In-Class Presentations (10%) in Weeks 12 and 13.
Final Critical Report (20%) due at the end of Week 13.

1. Participation — 30%

Weeks: 2, 3, 4, 6, 8, 10 This course values active participation and collective learning. Your grade will reflect both attendance and the quality of your engagement. To succeed, you are expected to:

- Attend each class regularly.

- Come prepared, having read and reflected on the assigned materials.
- Contribute thoughtfully to discussions by raising questions, connecting readings to your own experiences or projects, and engaging critically with course themes.

Participation is not only about speaking often, but about demonstrating careful preparation, respectful listening, and meaningful contributions. As part of this requirement, **you will complete and submit on paper six (6) in-class activities** at the end of six classes during the term. These formative assignments are designed to scaffold your learning, prepare you for the final critical report, and provide opportunities for feedback on your strengths and areas for improvement.

2. In-Class Presentations — 10%

Weeks: 12 and 13 Theme: “Mapping Social Movements, Resistance, and Alternatives”

In the final weeks of the course, students will deliver group presentations that highlight case studies of communities across the world imagining and building alternatives to colonial, capitalist, and patriarchal systems. Presentations should analyze how these movements embody resistance, creativity, and re-existence, while reflecting on how solidarity and pluriversal thinking challenge dominant models of “development.”

This assignment emphasizes collaborative knowledge building and integrates learning from across the course. Each group will present a case study connected directly to the topic of their **final critical report**, ensuring continuity between the two assignments. For example, if your final report focuses on land grabbing, your presentation might examine *Via Campesina* as a social movement resisting this practice.

In-class activities throughout the semester will serve as scaffolding opportunities to research, refine, and elaborate on your chosen case study. These activities will help you connect theoretical frameworks to real-world movements and prepare you to present both your in-class case study and your final critical report in a coherent and well-developed way.

3. Two Short Reflections — 20%

Due: Week 4 (Feb 4) and Week 11 (Mar 18) Students will write two short critical reflections (approx. 800 words each) that summarize, define, and explain the main ideas of selected readings and lectures. These reflections must demonstrate understanding of the course materials by citing authors and comparing or contrasting their ideas around a key concept.

These formative assignments prepare you for the final critical report and provide opportunities for feedback on comprehension, writing, and analytical skills.

4. Discussion Posts (Forum) — 20% (10% each)

Weeks: 5 and 11 The online group discussion forums encourage co-learning and peer-to-peer teaching. Students will contribute twice during the term, engaging with guiding questions posted by the instructor. Posts should connect required readings, documentaries, and lectures to local and global contexts.

Ways to contribute include:

- Writing a short response (approx. 300 words) to the guiding question.
- Posting a short audio or video clip (approx. 3 minutes).
- Responding thoughtfully to classmates' reflections.

This assignment is an opportunity to demonstrate your ability to critically engage with materials and relate them to your own experiences.

5. Final Critical Report — 20%

Due: End of Term The final project provides an opportunity to delve deeper into a specific development/underdevelopment challenge or global (in)justice issue relevant to course themes. Students will present their work in a **poster format** (or slides, video, or podcast with written notes) that documents research, arguments, and findings in an accessible and visually engaging way.

Your report must:

1. Target a specific audience (e.g., elected officials, UN committee, NGO, academics, or the public).
2. Identify the nature of the problem and how it is defined.
3. Analyze how the issue is currently being addressed, by whom, and with what consequences.
4. Explain why it matters from an anthropological and global justice perspective.
5. Identify unintended consequences and gaps.
6. Propose alternative solutions or strategies.
7. Conclude with a summary of the problem and how your solutions contribute to a more just future.
8. Include at least one table or image, and a list of 5–6 references.

Format: Poster, slides, video, or podcast (with written notes). Approx. 1000 words (excluding references). Individual or group project (max. 5 students).

Assessment Criteria:

- Evidence of reading and research.

- Understanding of key issues and concepts.
- Critical analysis and clear sense of purpose.
- Quality of presentation (organization, clarity, visual appeal).
- Proper referencing of scholarly sources.

Submission: Electronic copy via Brightspace by April 3, 2026

Submission Guidelines & Late Policy

- The six (6) in-class activities must be completed during class and submitted in **physical paper form directly to the TA or instructor.**
- The reflections and the final critical report must be submitted electronically through **Brightspace.**
- Submissions via email or other platforms will **not** be accepted unless explicit authorization has been granted in advance by the instructor

Late Submissions:

- Assignments submitted after the deadline will incur a penalty of **10% per day**, up to a maximum of **4 days** late.
- After **4 days**, the assignment will receive a grade of zero unless prior arrangements have been made due to exceptional circumstances.
- Technical issues are not considered valid excuses for late submission—please ensure your work is uploaded well before the deadline.

Course schedule

Week 1 — **Welcome & Orientation What Does Development mean to you?**

Date: January 7

By the end of this week, you will be able to:

- Understand the course structure, pedagogy, and learning outcomes
- Questioning dominant images of “development”

In-Class Activity: What Does “Development” Mean, and to Whom?

We will begin by sharing our backgrounds and one word or image that comes to mind when we hear *development*, mapping these ideas together to highlight diverse meanings. We will then analyze a short clip, song, or advertisement to consider who speaks, who is silenced, and what emotions or power relations are conveyed. This activity introduces our collaborative, critical approach to learning and lays the foundation for Week 2’s exploration of development in relation to colonialism and capitalism

Week 2 — Defining development: history and meanings

Date: January 14

We unpack *development* as an unstable and contested concept, shaped by shifting political, economic, and moral agendas. We trace its emergence in capitalist expansion and colonial rationales, examining how Enlightenment ideas of progress and modernity became intertwined with empire, extraction, and hierarchy.

By the end of this week, students will be able to:

- Explain the different meanings of “development”
- Understand how “development” emerged as a global project rooted in Enlightenment thought, capitalist expansion, and colonial power.

Required readings

- Escobar, Arturo. 1995. Encountering Development. The Making and Unmaking of the Third World. Chapter 1. Pages 3-21
- Daly, t., Kumar, S and Regan, C (ed). 2016. *Development in an Unequal World*. chapter 2 ‘Development: The Story of an Idea’

In-Class Activities: *Unpacking the Idea of Development*

We’ll unpack how “development” has been imagined and represented through time. In small groups, students will analyze visuals to explore how ideas of progress, modernity, and civilization are tied to colonial power. Together, we’ll discuss how anthropologists like Escobar challenge these meanings and invite us to rethink what *development* really is.

Week 3 — Colonial Legacies and the Making of Modern Development

Date: January 21

This week examines how *modern development* is deeply rooted in colonial expansion, racial capitalism, and the “civilizing mission.” We trace how empire produced economic dependency and cultural hierarchies that still shape today’s global inequalities. The idea of “*underdevelopment*” is explored as a colonial invention that naturalized exploitation and justified intervention.

By the end of this week, students will be able to:

- Explain how colonialism and racial capitalism structured global inequalities that persist in modern development practices.
- Identify and critique “helping” and “civilizing” narratives that reproduce colonial logics within contemporary development discourse.

Required Readings

- Walter Rodney (1972), *How Europe Underdeveloped Africa*, Ch. 6 “Colonialism as a System for Underdeveloping Africa” (pp. 245–270).
- Frantz Fanon (2005), *The Wretched of the Earth*, Ch. 1 “On Violence.”

In-Class Activity

- Reflection Exercise (10 min): Short free-write: “*Where do I still see the language of the civilizing mission in today’s global culture or media?*”

Week 4 “The age of development” from modernization to neoliberalism, development to globalization.

Date: January 28

This week examines how modernization theory positioned *Western progress* as a universal model for human development, and how scholars and activists from the Global South challenged that vision. We explore the ideological foundations of modernization (linear progress, rationality, industrialization) alongside the rise of dependency and world-systems theories, which exposed how colonialism, racial capitalism, and global debt reproduce “underdevelopment.” Then we will explore the transition to neoliberalism and globalization

By the end of this week, you will be able to:

- Compare and contrast modernization, dependency, and world-systems theories, identifying how each explains global inequality and the idea of “progress.”

- Describe how colonial legacies and racial capitalism continue to shape economic dependency and patterns of global development.
- Explain the shift from state-led development to neoliberal globalization, and reflect on how this transition transformed ideas about growth, debt, and inequality.

Required Readings

- David Harvey (2005) – *A Brief History of Neoliberalism* (Introduction & Ch. 1)
- Hickel, J. 2015. “Death of International Development.” *Red Pepper*
<https://www.redpepper.org.uk/essay-the-death-of-international-development/>
- Cavallero, Luci and Veronica Vago. A feminist reading of Debt. Intro and Chapter 4

Required viewing:

- Life and debt by Stephanie Black 2021
- 5 Inequality Myths: <https://www.youtube.com/watch?v=Jtxuy-GJwCo>

In-Class Activities Case Study — Argentina’s IMF Austerity and Debt Crisis

In this session, students will critically examine Argentina’s 1990s–2000s debt crisis and IMF austerity measures as a case study of global financial intervention. Through film clips and group analysis, students will connect theoretical frameworks (Modernization, Dependency, World-Systems) to the lived consequences of austerity, debt, and neoliberal reforms. The activity emphasizes how global institutions shape “development,” who benefits, who bears the costs, and how these policies affect everyday life in the Global South.

Week 5 — Gender, Colonialism, and Neoliberal Development in Haiti

Date: February 4

In this asynchronous session, we will critically engage with the documentary *Poto Mitan: Haitian Women, Pillars of the Global Economy* to unpack the intersections of colonial legacies, development interventions, and neoliberal globalization. The film highlights how Haitian women navigate exploitative labor systems while simultaneously resisting and challenging structures of inequality. By situating their experiences within broader debates on development, we will explore how global neoliberalism shapes local realities and how grassroots actors contest these systems.

By the end of this week, you will be able to:

- Discuss the role of Haitian women and grassroots movements in challenging global inequality.
- Critically reflect on the relationship between “the white gaze”, colonial histories, neoliberal policies, and gendered labor.

Required reading

- Schuller, Mark. 2016. *Humanitarian Aftershocks in Haiti*. New Brunswick: Rutgers University Press. Chapter 1: “Haiti’s Unnatural Disaster. Neoliberalism.” (pp. 19–44)
- Pailey, R. 2020. De-centering the “White Gaze” of Development. *Development and Change* 51(3):729-745

Asynchronous Activity Film Analysis Discussion forum

- Watch *Poto Mitan: Haitian Women, Pillars of the Global Economy*.
- Post a short reflection (300–400 words) addressing:
 - Which actors, institutions, or policies in the film reinforce inequality in Haiti?
 - How are these connected to global neoliberalism?
 - What strategies do Haitian women use to resist or challenge these systems?

NOTE Your reflection must draw on Schuller’s and Pailey’s readings and at least one additional reading from a previous week.

- Respond to at least two peer’s post, engaging with their analysis and offering additional insights or connections to the reading.

Assignment due today: Reflection #1 Film Analysis and Colonial Critiques

Week 6 — Anthropology and the Critique of Development

Date: February 11

This week explores how anthropology engages with development both as practice and as critique. We examine the distinction between *Anthropology of Development* (critical analysis of development as a system of power rooted in colonial histories) and *Development Anthropology* (applied work within development projects). Building on post-development debates, we consider how development produces knowledge that categorizes societies as “advanced” or “backward,” reproducing colonial hierarchies through discourse, policy, and expertise. We also analyze how language, images, and expertise construct “Third World” subjects.

By the end of this week, you will be able to:

Required Reading

- Arturo Escobar (1991) – *Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology*
- Tania Li (2017) – *After Development: Surplus Population and the Politics of Entitlement*
- James Ferguson & Larry Lohman (1994) – *The ‘Anti-Politics’ Machine: Development and Bureaucratic Power in Lesotho. Intro and conclusions*

In class activity: SDG’s Goal

Students will research and work in small groups to analyze UN campaign materials (such as posters, press releases, or social media posts). Each group will identify the key words, images, and assumptions that construct “Third World” subjects, paying attention to how these representations frame development as progress, dependency, humanitarianism. They will then connect their observations to anthropological critiques from Escobar, Ferguson and Tania Li, mapping how discourse reproduces colonial hierarchies and validates expert knowledge. The activity concludes with a class discussion where groups share findings and collectively brainstorm alternatives that center local knowledge and lived experience. **This activity serves as a scaffolding exercise, giving students the opportunity to research and prepare for their in-class presentations in Weeks 12 and 13**

Week 7 — *Winter Break*

Feb 16-20

Week 8 **Gender, Feminisms, and Development**

Date: February 25

This week we examine how global capitalism produces a gendered division of labor that positions women in subordinate economic roles. Through feminist theory, we critique traditional development approaches—Modernization, Dependency, and World-Systems Theory—for their failure to account for gender dynamics and their reinforcement of patriarchal and colonial structures. We will explore feminist alternatives, including Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD), alongside decolonial feminist critiques. Intersectionality and Black feminism highlight how race, gender, and class combine to create overlapping systems of oppression, challenging us to rethink development as not only economic growth but also social justice and equality.

By the end of this week, you will be able to:

- Identify the relationship between gender and development.
- Understand global gender inequality from a critical perspective.
- Recognize different approaches to gender and development and their limitations.

Required readings:

- Chandra Talpade Mohanty. 2002. “*Under Western Eyes*” Revisited: *Feminist Solidarity through Anti-capitalist Struggles*, *Signs*, 28(2): 499–530
- Radcliffe, Sara. 2006. “Development and Geography: Gendered Subjects in Development Processes and Interventions”. *Progress in Human Geography* 30(4):524-532.
- Dorius, S.F., and Firebaugh, G, 2010. “Trends in Global Gender Inequality”. *Social Forces* 88(5):1941-1961.

in- class activity:

Students will research and analyse a social media campaign focused on women’s roles in development (e.g., NGO campaigns on women’s empowerment or grassroots feminist movements). Working in small groups, they will analyze how gender is represented—asking: *Whose voices are amplified? Whose are silenced?* Each group will connect their observations to feminist critiques (Mohanty’s critique of Western feminism, Kabeer’s analysis of empowerment, and intersectionality from Black feminism). **This activity serves as a scaffolding exercise, giving students the opportunity to research and prepare for their in-class presentations in Weeks 12 and 13.**

Week 9 Food, Land, and Sovereignty — Struggles for Life

Date March 4

This week’s asynchronous session turns to the politics of food and land as central sites of resistance, survival, and sovereignty. Across the Global South, communities are confronting the concentration of land, corporate control over food systems, and the expansion of agro-industrial frontiers. The principle of *soberanía alimentaria* (food sovereignty) emerges as both a political demand and a vision of life grounded in collective rights, autonomy, and ecological care.

Through feminist, Indigenous, and peasant perspectives, we will explore how access to land and control over food are not only economic issues but also struggles over identity, culture, and justice. We will ask:

- What does it mean to “own” or “use” land in a global economy shaped by extraction and speculation?
- How do grassroots movements—such as *La Vía Campesina* and the *Movimento dos Trabalhadores Rurais Sem Terra (MST)*—challenge agribusiness and propose alternatives based on care, reciprocity, and solidarity?
- How are women and rural communities leading movements for food and climate justice?

By the end of this week, you will be able to:

- Understand different definitions of “land” and its social, political, and ecological meanings in development contexts.
- Identify and analyze land grabbing and food crises as interconnected forms of global injustice.
- Recognize global peasant and Indigenous resistance movements—such as MST and *La Vía Campesina*—and their visions of food and land sovereignty

Required reading:

1. Rosset, P. 2008. Food sovereignty and the Contemporary Food Crisis. *Development* 51(4) 460-463.
2. Li, Tania. 2014. “What is Land? Assembling a Resource for Global Investment”. *Transactions of the institute of British geographers* 39(4), 589-602.

Supplementary reading:

3. Borras Jr, S, and Franco, J.C. 2013. “Global Land Grabbing and Political Reactions ‘from Below’”. *Third World Quarterly* 34(9):1723-1747.
4. Fairehead, J., Leach, M., and Scoones, I. 2012. “Green Grabbing: a New Appropriation of Nature?”. *The Journal of Peasant Studies* 39(2):237-261.
5. Grahales, J. 2013. “State Involvement, Land Grabbing and Counter-insurgency in Colombia” *Development and Change* 44(2):211-232.

Week 10 **Environmental racism, Climate Justice, and Extractivist Economies**

Date: March 11

This week explores the intersections of climate change, development, and struggles for environmental justice, emphasizing Black and Indigenous liberation movements.

Guided by the principle “*no hay justicia racial sin justicia climática*”, we examine how colonial and extractivist logics have racialized territories, dispossessed communities, and deepened environmental vulnerabilities.

We will engage with feminist, Indigenous, and decolonial critiques to interrogate global climate governance and “green capitalism,” while learning from grassroots movements that defend land, life, and sovereignty. Through case studies of energy pipelines, mining conflicts, and Indigenous-led climate actions, we will ask:

- How can we decolonize the climate crisis?
- Who dominates environmental agendas, and whose voices are excluded?
- What role do ethnoterritorialities and racialized geographies play in shaping resistance and alternative futures?

By the end of this week, you will be able to:

- Understand the relationship between climate change and development
- Analyze how environmental degradation and climate change are racialized through colonial and capitalist development models.
- Critically assess Indigenous and Afro-descendant resistance movements as sites of epistemic, ecological, and political re-existence.
- Identify how climate justice frameworks challenge “green capitalism” and reimagine sustainable futures from the South.

Required reading:

1. Principles of Climate Justice
2. Painter, Michael and Castillo, Oscar. 2014. The Impacts of large-scale energy development: Indigenous people and the Bolivia-Brazil Gas Pipeline. *Human Organization* 73(2):116-127.
3. Li, Fabiana. 2016. In Defense of Water: Modern Mining, Grassroots Movements, and Corporate Strategies in Peru. *Journal of Latin American and Caribbean Anthropology* 21(1):109-129.
4. Arturo Escobar, 2018. *Designs for the Pluriverse* (Ch. 1–2).
5. <https://rainforestfoundation.org/amazon-flotilla-indigenous-leaders-at-cop30/>

In-Class Activity: Collective Analysis of The Amazon Flotilla

In this activity, we’ll dive into the stories and struggles of Indigenous communities leading the fight for climate justice in the Amazon. Using the *Amazon Flotilla* campaign as our

starting point, we'll explore how Indigenous leaders are demanding to be at the center of the COP30 climate negotiations in Brazil. Together, we'll map extractive projects across different regions, listen to testimonies from Indigenous activists, and discuss how their visions of land, water, and sovereignty challenge mainstream ideas of "green" development. This session invites you to think critically, and empathetically, about what climate justice really means when viewed from the territories most affected by extraction and colonialism.

Prompt questions:

- How do Indigenous leaders frame climate justice differently from state and corporate discourses?
- What visions of development and sustainability emerge from these testimonies?

Week 11 **Climate Change- A Gender Perspective**

Date: March 18

Asynchronous activity – forum discussion post

This week's asynchronous activity invites you to explore how gender, development, and the climate crisis intersect through the lived experiences of women in Uganda. As you watch the documentary, reflect on how environmental changes and development projects affect men and women differently, and how women's leadership and local knowledge contribute to climate adaptation and community resilience.

This activity connects back to previous weeks on Gender and Development (Week 8) and Climate Justice and Extractivism (Week 9–10), encouraging you to synthesize what you've learned about global inequalities, environmental justice, and feminist critiques.

By completing this activity, students will be able to:

- Integrate previous knowledge from Weeks 8–10 to analyze how gender, development, and climate change are interconnected.
- Recognize the role of women's knowledge and leadership in creating equitable and sustainable responses to environmental crises.

Asynchronous Activity

documentary Analysis -- Discussion forum

- Watch Face of Climate Change – the Gender Perspective
<https://vimeo.com/37759345> Uganda Case
- Post a short reflection (written or audio)(300–400 words) answering the following prompts:
 - How do development projects and climate change interact to shape women’s lives and livelihoods?
 - What examples of agency, resistance, or innovation do you see among women responding to environmental challenges?
- After responding to the questions on the course discussion forum, you must engage with at least **two peers’ posts** by adding comments, insights, or relevant connections from readings.

Assignment due today: Reflection #2 *Maquilápolis: City of Factories*

Week 12 Social Movements, Resistance, and Alternatives

Class presentations & integration of learning

In our final week, we will bring together the ideas, theories, and experiences explored throughout the course. This session focuses on student presentations that highlight how communities across the world are imagining and building alternatives to colonial, capitalist, and patriarchal systems.

Through your case studies and creative projects, we will reflect on how resistance, solidarity, and pluriversal thinking challenge dominant models of “development” and open up possibilities for more just, relational, and sustainable futures.

Groups will present their case studies examining social movements, community economies, and decolonial futures. Presentations should analyze how these movements embody resistance, creativity, and re-existence.

Examples of case studies include:

- The **Zapatista movement** and autonomous governance in Chiapas.
- **Afro-Colombian women’s collectives** and their defense of territory and life.
- **Standing Rock resistance** and Indigenous environmental sovereignty.
- **Urban mutual aid networks** and community economies during crises.
- **Occupy**
- **The Indignados**
- **The Arab Spring**
- **Idle No More**

- **And much more!!!**

Presentation Guidelines:

- **Time:** 10–12 minutes per group, followed by 5 minutes of discussion.
- Integrate theory and course discussion on: development, colonialism, racism and climate justice, feminist critiques, anthropological critiques to development, etc.
- Highlight key lessons and their relevance to anthropology of development.
- Include at least one visual or creative element (map, short clip, artwork).

Required reading:

- No required readings for this week

Week 13 Social Movements, Resistance, and Alternatives

Date April 1

Class presentations & integration of learning

In our final week, we will bring together the ideas, theories, and experiences explored throughout the course. This session focuses on student presentations that highlight how communities across the world are imagining and building alternatives to colonial, capitalist, and patriarchal systems.

Through your case studies, we will reflect on how resistance, solidarity, and pluriversal thinking challenge dominant models of “development” and open up possibilities for more just, relational, and sustainable futures.

Groups will present their case studies or projects examining social movements, community economies, and decolonial futures. Presentations should analyze how these movements embody resistance, creativity, and re-existence.

Examples of case studies include:

- The **Zapatista movement** and autonomous governance in Chiapas.
- **Afro-Colombian women’s collectives** and their defense of territory and life.
- **Standing Rock resistance** and Indigenous environmental sovereignty.
- **Urban mutual aid networks** and community economies during crises.
- **Occupy**
- **The Indignados**
- **The Arab Spring**

- **Idle No More**
- **And much more!!!**

Presentation Guidelines:

- **Time:** 10–12 minutes per group, followed by 5 minutes of discussion.
- Integrate theory and course discussion on: development, colonialism, racism and climate justice, feminist critiques, anthropological critiques to development, etc.
- Highlight key lessons and their relevance to anthropology of development.
- Include at least one visual or creative element (map, short clip, artwork).

Required reading:

- No required readings for this week

Additional 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	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/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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 February/March examinations is **February 1, 2026** and **March 15, 2026** for April examinations.

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.

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

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.

Statement on Student Mental Health:

“As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service
<https://walkincounselling.com>

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/>.

WINTER TERM 2026 – Important Dates and Deadlines

Date	Activity
WINTER TERM 2026	
December 29, 2025	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 5, 2026	University reopens.
	Winter term begins. Full winter and early winter classes begin.
January 9, 2026	Last day for registration and course changes (including auditing) in early winter courses.
January 16, 2026	Last day for registration and course changes (including auditing) in full winter and late winter courses.

Date	Activity
	Last day to withdraw from early winter courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in winter 2026 and must register for the winter 2026 term.
January 23-25, January 30-February 1, 2026	Full fall and late fall term deferred final examinations will be held.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 1, 2026	Last day for academic withdrawal from early winter courses.
	Last day to request Formal Examination Accommodations for Feb/Mar 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.
February 6, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 13, 2026	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter courses, with the exception of those conforming

Date	Activity
	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 early winter courses.
	April examination schedule available online.
February 16, 2026	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 16-20, 2026	Winter break, no classes.
February 21-22, February 28-March 1, 2026	Final examinations in early winter undergraduate courses will be held.
February 23, 2026	Late winter classes begin.
February 27, 2026	Last day for registration and course changes (including auditing) in late winter courses.
March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate outside Canada or the United States.
	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design),

Date	Activity
	Bachelor of Music, Bachelor of Science in Nursing and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 6, 2026	Last day to withdraw from late winter term courses with a full fee adjustment.
March 13-15, 2026	Early winter undergraduate deferred final examinations will be held.
March 15, 2026	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter 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.
March 25, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

Date	Activity
April 1, 2026	<p>Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.</p>
	<p>Last day for receipt of applications from potential spring (June) graduates.</p>
	<p>Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter 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).</p>
April 3, 2026	<p>Statutory holiday. University closed.</p>
April 8, 2026	<p>Winter term ends.</p>
	<p>Classes follow a Friday schedule.</p>
	<p>Last day of full winter, late winter, and fall/winter classes.</p>
	<p>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.</p>
	<p>Last day that can be specified by an instructor as a due date for term work for full winter, late winter, and fall/winter courses.</p>
April 9-10, 2026	<p>No classes or examinations take place.</p>

Date	Activity
April 11-23, 2026	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 23, 2026	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.
May 1, 2026	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 15-27, 2026	Full winter, late winter term, and fall/winter deferred final examinations will be held.
June 1, 2026	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due March 1.
June 15, 2026	Last day for receipt of applications for undergraduate degree program transfers for the fall term.