

Carleton University
Department of Sociology and Anthropology
ANTH 2850A
Summer 2026
Development and Underdevelopment

Instructor: Ishara Mahat

Class time: Monday & Wednesday 2.35 PM – 5:25 p.m.

Office Hour: Thursday: (1-2 PM in Zoom)

Method of Delivery: Online (Synchronous+ asynchronous)

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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 of contemporary development issues, theoretical debates, and practical challenges in international development and globalization. It aims at familiarizing the students with different concepts, theories, and practices of development as well as the methodological challenges and issues in international development. International debates on international development will be examined and analyzed in the social and political

contexts of 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.

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 reflect** on their understanding on critical thinking of contemporary development as well as develop their research skill through exploration and in-depth analysis.

COURSE STRUCTURE AND NAVIGATION

This course will be delivered using the mixed (blend) method. We will use synchronous as well as asynchronous methods of learning. The first half of the class will be on Zoom to deliver the lecture, followed by the discussion. The second half of the class will be participatory and interactive activities, in which you will be actively engaged in the series of discussion forums to interact with your colleagues on different development practices, issues, and challenges based on the assigned readings and documentaries. There will be 6 weeks of instruction consisting of six modules to complete by the end of semester.

Each module contains a series of lectures and a list of readings. Along with these modules, the students will be asked to complete different activities and assignments. The session will start with a self-introduction, in which all of us will introduce ourselves, so that we will connect with each other to be engaged in online learning throughout the semester. We will have discussion forums throughout the semester that will allow you to engage in interactive discussions with your instructor and your colleagues in small groups. You will also be writing a reading reflection for the articles assigned for that week, which will start from the second week of the module. We will also have a research paper that aims to develop your writing skills and to analyze the contemporary development challenges from anthropological perspectives. Finally, you will be taking a take-home exam at the end of the semester.

ASSESSMENT METHODS

| Evaluation format | Weight | Date |
|------------------------|--------|-----------------|
| Reading Reflection | 20% | May 13, June 15 |
| Discussion Forum | 15 % | Full Term |
| Research paper | 30% | June 8 |
| Final Exam (Take-home) | 35 % | Jun 27 |

Reading Reflection: Each student is required to produce two reading reflections from the reading assigned for that week. (See detailed guidelines in Brightspace).

Discussion forum: We will create three discussion forums to facilitate interactive discussions on the key issues from each module. (See the detailed guidelines in Brightspace). During the discussion session, each member of the group should respect each other's ideas and cooperate with each other to engage in an interactive discussion.

Research Paper: A research paper consisting of your research questions, with a clear thesis statement, rationale, key arguments, supported by at least five peer-reviewed journal articles, and recommendations and strategies is due on June 8. A detailed description of the research paper is attached (See Annex I) at the end of this course outline. This will also be posted on Brightspace.

Final Exam: Final exam will be take-home exam to be completed by 27th of June.

*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.

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. You will fail the course if any of the assignments are not completed.
4. Please make sure that you have good access to the internet and a computer.
5. You are not allowed to share the education materials (lecture video and PowerPoint slides) that are exclusively restricted for learning purposes 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 (see the department guidelines) https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html
- Include bibliography at the end.
- **Please do not make use of AI tools to write your paper.** AI tools to produce assessed content is a violation of academic integrity standards.

Late assignments are subject to a deduction of 10% of the total grade per week beginning the day after they are due. Please submit all your assignments through Brightspace by the due date.

Required Textbook: Students are not required to purchase textbooks or other learning materials for this course. All reading materials are available through ARES and the online library of Carleton. Important weblinks are posted in Brightspace.

Class Schedule:

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| <p>May 6 Synchronous</p> | <p>Introduction to the Course and Course Themes</p> <p>Readings:</p> <p>Hickel, J. "Death of International Development", <i>Red Pepper</i>, February 15, 2015. https://www.redpepper.org.uk/essay-the-death-of-international-development/.</p> <p>Lorenzo-F. "Post GDP World", <i>Foreign Policy</i>, June 2, 2015</p> |
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| | https://foreignpolicy.com/2015/06/02/a-post-gdp-world/ |
| Module I: Socio-Anthropology of Development | |
| May 11 Lecture Synchronous | De Saardan, O. "The Socio-Anthropology of Development", in <i>Anthropology and Development: Understanding contemporary Social Change</i> . London & New York: Zed Book, 2005 pp. 23-41 Ted Talk – Michael Green https://www.youtube.com/watch?v=o08ykAqLOxk |
| Additional reading | Arturo Escobar 'Anthropology and the Development Encounter: Making and Marketing of Development Anthropology', <i>American Ethnologist</i> 18, no. 4 (1991): 658-682. |
| May 13 Lecture Synchronous | Schaer, J. Haslam, A. P. and Beaudet, P. "Meaning, "Measurement and Mortality in International Development", in <i>Introduction to International Development: Approaches, Actors and Issues</i> edited by Haslam, A. P., Schafer, J. and Beaudet, P. Oxford University Press. 2017, pp. 2-24 |
| Reading Reflection 1 | Anderson, T. "Human development, the state and participation", <i>Development Studies Research</i> 1, no.1 (2014): 64-74. |
| Module II: Imperialism and Colonialism | |
| May20 Lecture Asynchronous | Watt, A.C. "The Relevance and Complexity of Civilizing Missions c. 1800-2010", in <i>Civilizing Mission in Colonial and Postcolonial South Asia: from Improvement to Development</i> , edited by Mann, M. & Watt, A.C. Anthem Press, 2011. Pp. 288-299 Dr Shashi Tharoor - Britain Does Owe https://www.youtube.com/watch?v=f7CW7S0zxv4 |
| Discussion forum 1 | Nayyar, D. "The West and the Rest in the World Economy": The Next Transformation, in <i>Challenge</i> 57, no. 2 (2014): 26-41. |
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| Module III: Development Theories and Challenges | |
| May 25 Lecture Asynchronous) | Harris, J. 'Development Theories", in <i>International Development: Ideas, Experience and Prospects</i> , edited by Alder, B., Kanbur, R. Malone, D. & Medora, R. Oxford University Press, (2014). |
| Discussion Forum 2 | Kappeler, A. From reactionary modernization to endogenous development: the revolution in hydroelectricity in Venezuela, <i>Dialectical Anthropology</i> , Vol. 41, No. 3, (2017) pp. 241-262 |

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| May 27 Watch Film | Life and Debt (Online Library Access) Reflection online in Brightspace |
| Module IV: Globalization and International Development | |
| June 1 Lecture Asynchronous | Friedman, J. "Globalization, Disintegration, Re-organization: The Transformations of Violence" in <i>The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism</i> , edited by Edelman M. & Haugerud A. Blackwell Publishing. 2005.pp. pp.160-168. A future imperfect: why globalisation went wrong Adrian Wooldridge TEDx London Business School https://www.youtube.com/watch?v=agjGFwpTFaM |
| Discussion Forum 3 | Reese, G., Prochh, J. & Cohrs. J. C. Individual differences in responses to global inequality: Personality and Global Inequality, <i>Analysis of Social Issues and Public Policy</i> 14, no.1 (2014). 217-238 |
| Module V: Issues and Practices in International Development | |
| June 3 Lecture Asynchronous | Saidul, I & Hui, S. L. "When nature strikes a sociology of climate change and disaster vulnerabilities in Asia", <i>Nature and Culture</i> 10, no.1 (2015): 57-81. Climate Change in Bangladesh https://www.youtube.com/watch?v=99jkZ-6vvvE |
| Additional reading | Alston, M. Whittenburry, K. Haynes, A. & Godden, N. "Are climate challenges reinforcing child and forced marriage and dowry as adaptation strategies in the context of Bangladesh? <i>Women Studies International Forum</i> 47, part A. (2014): 137-144 |
| June 8 Lecture Synchronous | Birn, A. "Addressing the Social Determinants of Health: The Key Global Health Ethics Imperative of Our Times", in <i>Global Health and Global Health Ethics</i> , edited by Benatar S. & Brock, G. Cambridge University Press, 2011. pp. 37-52 |
| | Research paper due Watch: World Without water (Online library access) |
| Module VI: Gender, Culture and Development | |
| June 10 Synchronous | Jaquette, J.S. and Staudt, K. "Women, Gender and Development", in <i>Women and Gender Equity in Development Theory and Practice: Institutions, Resources and Mobilization</i> , edited by Summerfield, G. & Jaquette, J.S. (Eds.) Duke University press, 2006 pp. 17-52 |
| Additional reading | Brown, Y.A. "The Reproduction of Inequality: Race, Class, Gender, and the Social Organization of Work at Sites of Large-Scale Development Projects", <i>Social Problems</i> 58, no. 2 (2011): 281-303. |
| June 15 | Sudha S. and Rajan, I. "Female Demographic Disadvantage in India 1981-1991: Sex Selective Abortion and Female Infanticide" in <i>Gender</i> |

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| Lecture Synchronous | <i>Poverty and Well Being</i> edited by Razavi, S. Blackwell Publishers Ltd, 2000 pp. 171-203 |
| reading Reflection 2 | Chaudhari, S. "Female Infant Mortality Disadvantage in India: A Regional Analysis" <i>Review of Radical Political Economics</i> 44, no. 3 (2012): 321-326 |
| June 17 Watch a documentary | The True Cost (online library access |
| June 18 Synchronous | Wrap up and review of the 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:

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 (students.carleton.ca/course-outline).

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 June examinations is June 1, 2026 and August 1, 2026 for August 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.

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:

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/>

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/>.

Important Dates and Deadlines: Spring and Summer 2026

| Date | Activity |
|------------------|---|
| SUMMER TERM 2026 | |
| March 1, 2026 | Last day for receipt of applications for admission to an undergraduate degree program for the summer term. |
| April 29, 2026 | Deadline for course outlines to be made available to students registered in early summer and full summer courses. |
| May 1, 2026 | Last day for receipt of applications for undergraduate degree program transfers for the summer term. |
| May 6, 2026 | Summer term begins. Early summer and full summer classes begin. |
| May 12, 2026 | Last day for registration and course changes (including auditing) in early summer courses. |
| | Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in spring 2026 and must register for the summer 2026 term. |
| May 15-27, 2026 | Full winter, late winter, and fall/winter term deferred final examinations will be held. |
| May 18, 2026 | Statutory holiday. University closed. |
| May 20, 2026 | Last day for registration and course changes (including auditing) in full summer courses. |
| | Last day to withdraw from early summer courses with a full fee adjustment. |
| May 31, 2026 | Last day to withdraw from full summer courses with a full fee adjustment. |

| Date | Activity |
|------------------|--|
| June 1, 2026 | Last day for academic withdrawal from early summer courses. |
| | Last day to request Formal Examination Accommodations for June examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specific deadlines. |
| June 11, 2026 | Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in early summer term undergraduate courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar). |
| June 18, 2026 | Last day of early summer classes. (NOTE: full summer classes resume July 2.) |
| | Classes follow a Monday schedule. |
| | Last day for 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 a course instructor as a due date for term work for early summer courses. |
| June 19-20, 2026 | No classes or examinations take place. |
| June 21-27, 2026 | Final examinations in early summer courses and mid-term examinations in full summer courses will be held. Examinations are normally held all seven days of the week. |
| June 25, 2026 | Deadline for course outlines to be made available to students registered in late summer courses. |

| Date | Activity |
|------------------|---|
| June 27, 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. |
| July 1, 2026 | Statutory holiday. University Closed. |
| July 2, 2026 | Late summer classes begin and full summer classes resume. |
| July 8, 2026 | Last day for registration and course changes (including auditing) in late summer courses. |
| July 15, 2026 | Last day to withdraw from late summer courses with a full fee adjustment. |
| July 17-19, 2026 | Early summer term deferred final examinations will be held. |
| July 19, 2026 | Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department. |
| August 1, 2026 | Last day for academic withdrawal from full and late summer courses |

ANNEX I: Descriptions of Research Project

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

Step 2: Draft your research paper: The next step is to elaborate on your research questions, identify the major issues and challenges, and explain the rationale of doing your research. You must draft your outlines and 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 in your paper?
3. The rationale of your paper: Why is your thesis and topic significant?
4. Statement of key arguments: What are the key issues that you have learned from the scholarly debate in literature?

Step 3: Final Research Paper (Due on June 8) At this point, you will develop and submit a comprehensive scholarly paper explaining your research questions, analyzing the information and the case histories, and present/discuss your arguments with evidence from the literature. (Please **make sure** that you have referred to at least five peer-reviewed journal articles; they can be from the reading lists or from the external sources. 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 a critical observation of facts and figures and develop your arguments and opinions referring to the literature on the contemporary context of development. You may use the subheadings to highlight the key discussions,
- 4) **Conclusion:** Your conclusion should summarize the preliminary thesis, key arguments, and your 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 must use Chicago 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.
- **Criteria for Assessment:** clarity of thesis, logical presentation, originality of arguments, effective use of relevant readings and proper citations, and balanced sentences with proper use of grammar and spellings. Also, detailed rubric for assessment will be posted in Brightspace.
- **All the assignments should be submitted online through bright space.**

Annex II: Reading Reflection: (2 pg. double line spacing)

The Reading reflection should include the following points in general.

1. What was the purpose of this research/article?
2. What are the key arguments (Summarize 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. Any other points you would like to discuss in the article.