About the course:
This course introduces students to the politics of development. The course is both interdisciplinary and historical to help students better understand the multifaceted and historically-oriented issues in global development. It examines the range of factors, actors and conditions that have shaped global development patterns, inequalities, and the conditions and opportunities under which these patterns and inequalities change. In particular, the course will examine how practices and policies associated with global development are influenced by economic, social, and political structures and struggles as well as theories of what constitutes ‘development’ and how development has or might take place.

The course is divided into three parts. Part One will explore the key theoretical approaches to studying ‘development’. We will explore the different approaches, and their theoretical and cultural assumptions alongside their concrete application in diverse historical and social contexts. This section includes a discussion of colonialism and imperialism, and the problems of dependency and economic development that shape societies and politics in the global South.

Part Two examines some of the key actors in global development – local, national, and international – that shape development outcomes in various countries. Part Three examines a number of key issues in development: the purpose of this section is both to better understand these topics, and to learn how to approach and study development issues facing the global South. Combined, these three sections explore ‘development’ as a project; the processes and actors that created and sustain ‘underdevelopment’; contemporary ‘development’ issues and challenges; and, the role of various actors in struggles for equitable and sustainable development within the current global system.

The course is designed as a survey course: we cover a number of themes and topics over a short period of time, with some topics covered in more detail. Therefore, this course is a logical precursor to other courses on development (and related topics) and on politics in Africa, Latin America and Asia as it provides you with the general background information and overview of development issues necessary for senior level courses.
Course Goals and Learning Objectives:
The goals of the course are: (1) to introduce students to the theoretical debates surrounding the politics of development; (2) to strengthen students’ knowledge of the factors and actors that shape development outcomes; (3) to introduce students to a range of contemporary development issues and to provide students with the theoretical and analytical tools to be able to study development issues; and (4) to strengthen students’ reading & writing skills.

By the end of the course you should have:
- An understanding of the concept of ‘development’, and the various debates surrounding it and the politics of development;
- An understanding of the key theories and approaches to development, including their theoretical and cultural assumptions, and their concrete application in various regions of the world;
- Knowledge of some of the processes and actors that shape development outcomes (including the actors that have created underdevelopment and contribute to the persistence of this condition, and those actors that struggle to achieve equitable and sustainable development);
- A solid understanding of several contemporary development issues and general knowledge of how these issues are being addressed in different regions in the global South by various actors in development.

Course Readings:

Unless otherwise noted, readings will be from the textbook. Additional readings will be available from the library or posted on CourseSpaces.

Tutorials:
Tutorials begin the third week of classes (September 17-21). The last week of tutorials will be week twelve (November 19-23). There are 10 tutorials in total. Tutorial attendance is mandatory. You will find the tutorials beneficial because they are designed to complement lectures, allow for fruitful discussion and provide an opportunity for Q & A in small groups. You must be registered in one of the following tutorial groups. You will receive an ‘N’ (incomplete) grade for the course if you do not attend tutorials.

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>TA</th>
<th>Day</th>
<th>Start Time</th>
<th>End Time</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>T01</td>
<td>T</td>
<td>T</td>
<td>14:30</td>
<td>15:20</td>
<td>DBS C124</td>
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<tr>
<td>T02</td>
<td>T</td>
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<td>15:30</td>
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<tr>
<td>T03</td>
<td>W</td>
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<td>14:30</td>
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<td>CLE B315</td>
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<tr>
<td>T04</td>
<td>W</td>
<td>R</td>
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<td>HSD A264</td>
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<tr>
<td>T05</td>
<td>R</td>
<td>R</td>
<td>13:30</td>
<td>14:20</td>
<td>CLE B415</td>
</tr>
<tr>
<td>T06</td>
<td>R</td>
<td>R</td>
<td>14:30</td>
<td>15:20</td>
<td>DSB C114</td>
</tr>
</tbody>
</table>
 Tutorial Teaching Assistants (TAs):  
TAs will lead the tutorials. They will also hold office hours and will help facilitate your understanding of the course material. The TAs are: Ebubekir Gorgun egorgun@uvic.ca, Lynn Ng yuling@uvic.ca, Smith Oduro-Marfo soduromarfo@uvic.ca  

Course Requirements and Evaluation:  
- Lecture, Tutorial Attendance and Participation: 15%  
- In-Class Exam: 15%  
- Take-Home Assignment: 15%  
- Position Paper: 25%  
- Final Exam: 30%  

TOTAL: 100%  

Lecture, Tutorial Attendance & Participation:  
Tutorial attendance is mandatory for all students. You must be registered in one of the tutorials. Students are expected to have completed all readings prior to attending each class and the tutorial. Tutorials are an important and integral part of this course: these discussions will increase your understanding and retention of course material and allow you to share your ideas/views about different topics with other students in the class. Your participation grade will primarily come from your tutorial attendance and participation, but lecture attendance and participation will be taken into account. Please note that you will be graded for the quality of your contribution, not simply the quantity (i.e. participation should be constructive and respectful of other students).  
Value: 15%  

In-Class Exam:  
The in-class exam will be held in class on Wednesday, October 10th. It will cover all the lectures and assigned readings from Part One of the course, and will focus on key terms and concepts. The exam will be composed of short answers questions, including ‘define and discuss’ questions.  
Value: 15%  

Take-Home Assignment:  
The take-home assignment will be given out in class on Friday, November 2nd. It is due in class, at the beginning of class on Friday, November 9th. The assignment will test students’ understanding of material from Part Two of the course. Students will answer two short essay questions from a list of four questions. Each answer should be between 300-350 words in length and should make specific reference to at least two readings from the course.  
Value: 15%  

Position Paper:  
Position papers should be 5-7 pages in length (1250-1750), double-spaced and properly
formatted (e.g. 12-point font, 1.25-inch margins, pages numbered). Detailed information about this assignment will be provided to you in lecture. The paper is due at the beginning of the class, Friday, November 30th. (See below for the late policy)

**Value**: 25%

**Final Exam:**
The final exam covers material from the entire course, but will focus on material from Part Three of the course. It will be composed of short answer questions (‘define and discuss’) and essay style questions. The final exam will also test your ability to write clear, coherent, and well-argued responses to specific questions. The final exam will be held during the scheduled exam period in December. Do not make any travel plans until the exam schedule has been posted. Detailed information about the structure of the exam will be provided in class.

**Value**: Final Exam (30%)

**Late Policy and Absences:**
You are ultimately responsible for your own learning. Therefore, you are still responsible for any material covered in class if you are absent from class on a given day, including: handouts, information from class discussions, information about assignments, guest lectures, etc. Your assignments are due in class, at the beginning of class. If you must submit your assignment late, you will receive a penalty of 4% per day (weekends included). Late assignments (including those submitted after class on the due date) may be delivered to the drop box in the political science department. Submissions are date stamped at 4:00 PM each day. Late grades will be based on the date stamp on your paper, with 4% per day deducted. I will only accept hard copies of assignments submitted in class or into the drop-box. Under NO circumstances are assignments to be slipped under my door. E-mailed assignments will only be accepted under exceptional circumstances and with my prior permission. Deadline extensions will be granted only for documented illnesses (doctor’s note required) or on compassionate grounds (e.g. death in the family, again with documentation).

Please note: you must complete all assignments for this course. According to University policy, failure to complete one or more of the assignments will result in a grade of ‘N’ (incomplete) for the course. An ‘N’ is equivalent to a failing grade.

**CourseSpaces:**
CourseSpaces is an open source online e-learning software platform that we will use for the class. You will be able to access information about the course (e.g. the course outline, information on assignments) on CourseSpaces. Log onto this site to access the course page: [http://coursespaces.uvic.ca/](http://coursespaces.uvic.ca/)

**Academic Integrity, Honesty and Plagiarism:**
The University of Victoria places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences. Please refer to the University of Victoria Calendar for complete information regarding student Academic Integrity.
Plagiarism includes:

1. Submitting the work of another person in whole or in part as your original work;
2. Giving inadequate attribution to an author or creator whose work is incorporated into your work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual’s work; and,
3. Paraphrasing material from a source without sufficient acknowledgement as described above.

The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work.

Examples of other academic offences include: cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test or other course material through theft, collusion, purchase or other improper manner; submitting course work that is identical or substantially similar to work that has been submitted for another course (‘multiple submission’). Submitting false records, information or data, in writing or orally, is also an academic offence. Students found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their possession during a test or examination will be considered to be in violation of the University’s Policy on Academic Integrity. The policy also restricts students’ use of editors.

It is a violation to help others or attempt to help others to engage in any of these or other academic offences as outlined in the University’s Policy on Academic Integrity. Please familiarise yourself with the University guidelines on this subject.

Penalties for plagiarism and other academic offences range from F (zero) on the assignment, exam or test to a maximum of suspension or expulsion from the University (repeat violations). It is the student’s responsibility to know the regulations. Please familiarise yourself with the University’s Policy on Academic Integrity and ensure that you adhere to these ethical guidelines. Please consult the revised Academic Integrity Policy: https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/academic-integrity.html

Keeping in Touch:
I hold office hours every week, and encourage you to come see me to discuss course material, assignments and questions about the class. I am happy to accommodate your schedule. Thus, if you are not available during my office hours, please e-mail me to set up another time to meet.

As well as having office hours, I use e-mail to communicate with students. I generally respond to e-mail messages within 24 hours during the work week, but do not regularly check or respond to e-mails over the weekend. While e-mail is a suitable means of communication for certain issues, there are issues I do not discuss via e-mail. The following issues are better discussed in person:
• Lengthy questions about course material or assignments.
• Questions about lectures.
• Concern about a grade – you can send an e-mail to set up an appointment to meet with me in person.

Before sending me an e-mail with a question, please ask yourself: (1) Have I reviewed the course syllabus and the CourseSpaces site for the answer to my question? (2) Is the question better asked during class (there might be other students who have the same question)? (3) Is the question better asked in person, in office hours?

Student Protocol:
The University is committed to providing an environment that fosters the fair treatment of all members of the University community. The basis for interaction among all members of the University is mutual respect, co-operation and understanding. There will be students in the class with different levels of knowledge, and different opinions, views, backgrounds and experiences, so please be respectful and come prepared to learn from each other.

In the spirit of collegiality, please come to class on time and try to not disrupt the class with late arrivals. Please turn off your cell phones during class (no calls, no texting!) as you should be paying attention to the lecture and texting is a distraction to those around you. Laptops are permitted in the classroom, but limited to appropriate usage, i.e. taking notes. It is inappropriate to use Facebook, play games, or surf the internet during class. Extracurricular computing is a disturbance to the people sitting around you and to the professor. You may be asked to leave the lecture and will have class participation marks deducted for inappropriate use of your laptop or for cell phone use during class.

It is the students’ responsibility to add, drop, or withdraw from the course adhering to the University deadlines. If arrangements need to be made regarding the accommodation of a disability, see Dr. Clarke as soon as possible.

Course Evaluation Survey (CES):
I really do value your feedback on this course, and use your feedback to make changes to the course from year to year. Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). I realise that late in the term is a busy time of year for you, but I encourage you to complete the on-line survey because it helps me improve the course, and helps the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an e-mail inviting you to do so. You will need to use your UVic Netlink ID to access the survey, which can be done from your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time.

Resources to Assist You:
The Centre for Academic Communication (CAC). The CAC is used by everyone -- undergraduate students, graduate students and professors. I encourage you to visit it to get assistance with writing issues/questions/challenges in current or past assignments. Assistance from the CAC.
can make a huge difference in your confidence and writing skills, and can ultimately improve your grades! Visit their website: http://www.uvic.ca/learningandteaching/home/home/centre/

*Time Management.* At one time or another, most of us have problems managing our time. Learning how to manage your time and workload is an important skill. UVic Counselling Services offers excellent courses on time management and provides one-on-one assistance. Visit them or their website at: http://coun.uvic.ca/learning

*Personal Challenges.* You may also want to contact a counsellor if delays in your coursework completion are due to personal challenges you face: https://www.uvic.ca/services/counselling/

*Learning Disabilities.* I strongly urge you to contact the Centre for Accessible Learning if you have a learning disability or any health issue that might interfere with you achieving your learning goals. It is important that the learning environment for this course is equitable and inclusive. Please talk to me early in the term about academic accommodations you might require, and visit Centre. https://www.uvic.ca/services/cal/

*Grading Scale:*  
The following is the official University grading system for undergraduate classes:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100</td>
<td>Exceptional work</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85-89</td>
<td>Outstanding work</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80-84</td>
<td>Excellent work</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77-79</td>
<td>Very good work</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73-76</td>
<td>Good work</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70-72</td>
<td>Solid performance</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65-69</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60-64</td>
<td>Minimally satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50-59</td>
<td>Marginal performance</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>Failing grade. Unsatisfactory performance.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0-49</td>
<td>Did not write exam or complete course requirements by the end of the term; no supplemental.</td>
</tr>
</tbody>
</table>
# CLASS SCHEDULE AND READINGS

## PART ONE: Theories and Approaches to Global Development

**Week 1 (September 5 & 7): Introduction to the Course; Introduction to development**

The first week introduces students to the course, to ‘development’ and key terms used throughout the course.

**Week 2 (September 11, 12 & 14): What is development? Is there a ‘third world’?**

Chapter 1: “Meaning, Measurement, and Morality in International Development”

textbook, pp. 2-24.


**Week 3 (September 18, 19 & 21): Imperialism and Colonialism**

* TUTORIALS BEGIN *


**Week 4 (September 25, 26 & 28): Theories of Development**

Chapter 3: “Theories of Development” pp. 43-64.


**Week 5 (October 2, 3 & 5): Gender and Development; Challenges to Development?**


**Week 6 (October 9 & 10) Wrap up and Test**

**Tuesday:** wrap-up and review

**Wednesday:** In-class test

## PART TWO: International Development Actors

**Week 6 (October 12): The State: What role in development?**

Chapter 7: “State of the State: Does the State Have a Role in Development” pp. 123-134.
Week 7 (October 16, 17 & 19): The State and National Actors: What Role in Development?
Chapter 7: “State of the State: Does the State Have a Role in Development” pp. 123-134.
Chapter 8: “National Development Agencies and Bilateral Aid” pp. 141-159.

Week 8 (October 23, 24 & 26): The Debt Crisis and International Financial Institutions (IFIs)


Week 9 (October 30, 31 & November 2): Civil Society and Development
Chapter 12: “Private Enterprise and Development” pp. 221-239.


Tuesday: Lecture
Wednesday & Friday: NGO Forum (guest speakers from various development NGOs will participate in panel discussions).

PART THREE: Issues in International Development

Week 10 (November 6, 7 & 9): Free Trade and Fair Trade
Chapter 15: “Free Trade, Fair Trade, and South-South Trade” pp. 282-301.


Friday: Film The Dark Side of Chocolate

Week 11 (November 16): Conflict, Migration and Development
November 13 & 14: Reading Break. No lecture, No tutorials, No office hours.

Week 12 (November 20, 21 & 23): Environment and Development
* LAST WEEK OF TUTORIALS *


Week 13 (November 27, 28 & 30): Rural Development and Food Security
Friday: Film The Thinking Garden
Week 14: (December 4): Wrap-up and Review.

No class on Wednesday, December 5. It is the National Day of Remembrance and Action on Violence Against Women. Classes at UVic are cancelled from 11:30 am-12:30 pm.

NOTE: the instructor reserves the right to correct or modify the syllabus as the course progresses.

Some Useful Academic Journals in the Field of Global Development

Canadian Journal of Development Studies
Development
Development and Change
Development Policy Review
Development in Practice
Gender and Development
Globalizations
Journal of Agrarian Change
Journal of International Development
Journal of Peasant Studies
Journal of Development Studies
Journal of Agrarian Change
Third World Quarterly
World Development
Climate and Development