DESCRIPTION

This course examines the epistemological foundations of development. The overall goal of the course is to shift the issue/area-centric focus that has traditionally characterized Development Studies to conceptualize development in a critical, inclusive and multidisciplinary manner. With this as the background, the course will also seek to enable a reflection on prevalent practices of development.

It will begin by addressing the general issues related to the production of knowledge for development. In particular, we will focus on the historical forces shaping development as a field of study and on the key theoretical approaches that have influenced the evolution of and major debates in the discipline. The course will also explore the role of the social, cultural and political processes that determine, both as expression of conflict and as spaces for the formulation of alternatives, the course of development. Thus, we will consider the role of the state in the process of development, the historical conditions that might account for its capacity as an actor and the political forces that explain the directionality of its intervention. The course will also analyse the forces beyond the sphere of the state that have increasingly configure themselves as arenas for the consolidation of alternatives.

Structure of the Course

This course will be organized around a 3-hour weekly seminar. Every Tuesday morning the class will meet to discuss the topic at hand introduced by both class-members and the course directors. The main purpose of these class meetings is to provide a context for gaining a critical understanding of development cooperation programs in general, and their impact on human conditions, in particular. The weekly meetings will offer a comprehensive and systematic analysis of how development agencies plan, monitor and evaluate development intervention programs and/or policies. Our in-class discussions will
also aim at offering a thorough assessment of the resulting mix of success and failures of both development planning and assessment practices.

Course Requirements

Final evaluation will be based on the knowledge of materials covered in this course as well as the assignments listed below:

1) Seminar participation 25%
2) Seminar presentation and short paper 20%
3) Short essay 15%
4) Research paper 40%

Please note that non-submission of work without an approved extension from the instructor will be accredited with the mark of "0". In order to receive a final grade, the class-member will have to receive a grade in each of the distributions noted above.

1) Seminar participation

The grade pertaining to seminar participation will be based on your ability to discuss the readings of the week in an analytical and critical fashion. Thus, preparation for the seminar will involve not only the completion of the readings but also your consideration of some of the topics raised in them prior to the class meeting. Of course, you will be expected to participate actively in the discussion but it is important to keep in mind that your grade for participation will be based on your ability to demonstrate knowledge and understanding of the assigned readings. This means that the expression of general ideas or opinions will not alone suffice for a satisfactory seminar grade.

2) Seminar presentation and short paper

Students will be required to prepare a short paper and a 15-minutes seminar presentation that will count for 20% of the final grade. The presentation will consist of a critical evaluation of the most important points raised in the readings. In preparing for a seminar presentation, students should assume a thorough knowledge of the readings on the part of the other participants and therefore a summary of the content is not required. A key aspect of the presentation should be to connect the main themes in the readings and to distinguish relevant areas for discussion in the seminar. This will also be the main subject of the short paper, between 5 and 7 pages in length, which is due in class the day of the presentation. Students can choose to make their presentation in one of the following segments:

1) weeks 2 to 7
2) weeks 8 to 12.
The short essay will then be written for a different segment of the course (e.g. if you make a presentation in one of the seminars between weeks 2 to 7, then you will have to write the short essay based on the readings for weeks 8 to 12).

3) Short essay

The short paper, between 5-7 pages in length, will be based on the assigned readings for the course. Students wishing to expand on a particular topic might include additional sources, but the core of the paper must be developed using the arguments and perspectives presented by the authors of the assigned readings. Students can choose any week within the two sections listed above to complete the assignments but the paper is due the day of the seminar when the readings will be discussed.

The assignment must be prepared in response to one of the questions for the week. During the second week of the course we will distribute the list of topics for the essays. Students will complete their assignment following this schedule:

4) Research paper

The research essay will involve research on a topic assigned by the instructors but students can also pursue an issue of their own interest provided they have approval from the instructors. We will not read papers that have been written without our prior approval. Remember that you will need to do this well in advance, so we suggest you discuss your essay proposal with us no later than mid-October 2008.

Late papers will be penalized two per cent per day of delay. The only exception is for certified medical illness or another similarly compelling reason. Time management problems are not an acceptable excuse. The essay will be between 12-15 pages in length

Please note that all of the assignments will be graded on the following criteria: quality of research, nature of scholarship, strength of written analysis, presentation/writing style.

REQUIRED TEXT


A Course Kit

All journal articles are available on line from Scott Library
**Week 1: Sept 9  Conceptions and Dimensions of Development**


**Recommended:**


This week will be used to introduce to the course, get to know of both the course directors and class-members. Class-members are expected to say a few things about their academic background, interests, and research plans. We also plan to finalize the date of presentations at our first meeting.

**Week 2: Sept 16  Delimiting the field of study**


**Recommended:**


**Week 3: Sept 23  In Search of Explanations (I)**


**Recommended:**


**There will be no classes on September 30th**

**Week 4: Oct 7  In Search of Explanations (II)**


**Recommended:**

Samir Amin (1974) *Accumulation on a World Scale: A Critique of the Theory of*


Week 5: Oct 14 In Search of Explanations (III)


Recommended:


Week 6: Oct 21 Development in the Age of Globalization


**Recommended:**


**Week 7: Oct 28 Gender and Development**


**Recommended:**


Week 8: Nov 8    State and Development: bringing the state back in


Recommended:


Week 9: Nov 11    State and Development: the East Asian ‘miracle’


Recommended:


**Week 10: Nov 18 Civil Society and Development**


**Recommended:**

Eva-Lotta Hedman, *In the name of Civil Society: from free-election movements to people power*, Hawaii: University of Hawaii Press, 2006


**Week 11: Nov 25  In Search of Alternatives I: Human Security and Human Development**


**Recommended:**


**Week 12: Dec 2  In Search of Alternatives II: the future of democracy and development**


**Recommended:**