# International Development: Global Issues, Powers & Players
# Fall 2018 Course Syllabus – WYP1615H

### Wycliffe College, Toronto School of Theology

This description is intended to support the course selection process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program.  It is not a learning contract.  The details of this description are subject to change before the course begins.  The final course syllabus will be available to registered students at the beginning of the course.

(Revision: June 2018)

## I. Course Details

| | |
|---|---|
| **Instructor:** | Dr. David Kupp |
| | Phone:  416-946-3535 x2561 |
| | E-mail:  david.kupp@utoronto.ca |
| | Skype:  daviddkupp |
| **Office Hours:** | By appointment |
| **Campus:** | Wycliffe College |
| **Classroom Sessions:** | 6:30-9:30pm Tuesday evenings during Fall term, 2018 |

- First class: 11th September, 2018
- Reading week: 22-26th October
- Last class: 4th December
- Exam week: 11-14th December (final course deadline 12th December)

## II. Course Summary

This course provides an overview and introduction to the global issues, powers and players at the heart of international development. As an overview to the macro features, challenges and practices of the world of humanitarian and development aid, the course helps students build a platform for understanding the field's numerous dimensions and complexity. History, worldviews, approaches and actors are explored across the international development spectrum, as are the patterns and lenses of several Christian perspectives.  Understanding is built around the nature and dynamics of poverty and power, and their relationships to the spectrum of development approaches and practices, along with the roles of international agencies, governments, and civil society players in working with the marginalized and vulnerable.  Students engage in the sectoral, technical and thematic challenges faced by development organizations in a range of settings.

Key features of the course include:
- Overview of the world of development research and studies

- Worldviews, meanings and values in international development
- Reviewing the history of contemporary international development
- The Sustainable Development Goals (SDGs)
- The macro state of human development: UNDP HDR, World Bank Development Report
- Poverty, inequality, development – definitions, causes, perspectives
- Ecology and sustainability, and the crisis of climate change
- Human migration and the refugee crisis
- Understanding the development spectrum: theories and practices
- Mainstream, alternative, biblical approaches
- Global, state, private and civil society actors
- Multilateral actors: UN Conventions, CRC, IFIs-SAPs, debt

## III. Learning Outcomes

By the end of the course, students will be able to:
1. Demonstrate knowledge of the main theories, actors, approaches and issues in poverty and international development studies.
2. Assess, analyse and facilitate classroom exercises on international development's historical, political, economic, environmental and social opportunities, challenges and tensions, using SDGs, problem scenarios and case studies.
3. Demonstrate awareness of a range of technical sectors and themes which cross-cut development contexts and settings.
4. Appreciate the personal and organizational knowledge and competencies required for effective engagement in poverty and development programming by development organizations and workers.
5. Identify, research, produce and communicate an evidence-based investigative paper on a chosen research question in the field of international development.

***The course is built around a range of adult and community learning methodologies:***
interactive discussions, workshop exercises, problem scenarios, simulations, research, participatory activities, multi-media, mini-projects, readings, personal journals, external events, visiting experts and lectures.

## IV. Requirements and Evaluation

| | | |
|---|---|---|
| **1) Quizzes on readings** | | 20% |
| **2) Development dilemma** | | 15% |
| **3) SDGs analysis & presentation** | | 20% |
| **4) Term project:** | | 45% |
| • annotated bibliography | (NG) | |
| • proposal + bibliography | ( 5%) | |
| • marketplace | (15%) | |
| • final paper | (25%) | |

| Due date | Assignments #1 – #4 |
|---|---|
| Quizzes:<br>Each classroom session | 1. Each student: read assigned weekly readings, and each week prepare to:<br>○ Answer weekly readings quiz<br>○ Discuss most significant issues from the readings<br>○ Key questions, challenges, implications from the readings |
| TBD – Tuesday, 16th October | 2. Small groups presentations on development dilemma. |
| Friday, 26th October | 4a. Draft annotated bibliography for final term topic and research question |
| Tuesday, 30th October | 3. Students presentations on a selection of SDGs. |
| Tuesday, 6th November | 4b. 1-page proposal for final term project, with revised bibliography |
| TBD | 4c. Student marketplace session |
| 12th December | 4d. Final term paper |

**Further details:**

**Participation.** Punctual attendance and full participation is essential in all classroom sessions and scheduled events. Participation assumes evidence of thorough engagement with assignments and readings, evidence of exploration into arising issues, full engagement in classroom learning events and activities, and completion of in-class, extra-class and online assignments. A variety of participatory learning technologies will be explored and employed together by instructor and students.

**1. Quizzes on readings (20%)**
   ○ Weekly quizzes on the content of the assigned readings, beginning Week 2.

**2. Development Dilemma – small group (15%)**

A list of "Development Dilemmas" will be presented early in the term, with summaries. Individually or in pairs students will choose their development dilemma, examine it, research the literature, review the arguments, and develop and lead a problem-solving session on the development dilemma.
   ○ Presentations: 30 minutes, plus Q&A led by instructors.

**3. Sustainable Development Goal project (20%)**
   ○ **Student SDG case study**. Each student selects and takes responsibility for one or more SDG (choose an SDG not covered in the weekly readings). Each student will elaborate a critical analysis of the SDG in three contextual dimensions:
      1) globally,
      2) in Haiti, and
      3) in the Dominican Republic.
   This will involve:
   ○ Taking into account readings and discussions within the course
   ○ Critically engaging with development policies and the tools of measurement through discovery and examination of secondary scholarly sources
   ○ Analyzing the achievement (or failure to achieve) this SDG in its three contexts

- Showing how Haiti and the DR each are attempting to achieve the SDG through development policies, legislation and projects, and critically analyze these attempts
- **Student SDG presentation and essay.**
  - develop learning objectives and design a 30-min session plan, including:
  - presentation of their SDG findings
  - critical assess the evidence from their three contexts, and offer viable alternatives
  - engage colleagues participatively in learning on their SDG and key discoveries. Students will choose from a range of adult learning and facilitation approaches and tools (e.g., develop a simulation, create and host a debate, stage a role play, host a development café).
  - Submit a 2,500-word report in essay form, following syllabus guidelines

The overall objective is for each student to own one SDG, show capacity to analyze it in these three distinct contexts: global, Haiti and DR, and to help the entire class to engage, learn and analyse at a deeper level the content and issues of this SDG.
  - Each student group-led session with also be peer reviewed.

4. **Final term project (5 + 15 + 25 = 45%).**
   a. **Initial annotated bibliography**         NG
   b. **project proposal & revised bibliography**   5%
   c. **Marketplace**                             15%
   d. **Final paper**                             25%

Choosing from a list of provided topics and themes specific to this course, each student will develop a specific research question within that theme for investigation. They will then propose, outline, research and write an evidence-based research paper on that research questions as their term project. The proposed research question and outline for the final project will be established in consultation with the instructor, submitted to the class and marketplace for peer review and comments, and finalized for grading. Students will justify their choice of topic and resarch question, and outline their methods. Final projects are 4000 words. Innovative alternatives to this research paper can be discussed and agreed with the professor. Further guidelines will be discussed in class.

- **Initial annotated bibliography**

Students will develop an initial draft bibliography for their chosen term project, identifying at least 10 academic-quality, peer-reviewed resources specific to their research question investigation. Students will also identify at least three resources they have rejected, and explain in what way each did not meet criteria for viable academic research. Each resource will be described in an annotation which summarizes its content and methods, and describes its relevance to the project topic, within 1-2 sentences. This is a draft bibliography to be revised as research is undertaken throughout the term, and the topic developed further, and the research question refined. Note that you will need to read initial resources around your intended research question in order to annotate an initial bibliography.

- **Proposal for final term project, with revised bibliography**

A one-page proposal, plus revised bibliography.  Note that you will need to continue reading around your intended research question in order to develop a solid proposal, and revise your bibliography. Project proposals should:
1) Identify your topic, and carefully articulate your specific research question or hypothesis:

develop a clear, defined, edgy research question.
2) Delineate your rationale for choosing this topic, and its link to the course's categories, themes (what does it add to our understanding of how we pursue international development).
3) List your learning outcomes for the paper.
4) Outline your methodology, approach, format
5) Include a revision of your possible bibliography and resources

- o **Student marketplace presentations**

Students and the class will jointly host a marketplace of development ideas (depending on schedule, a portion of the marketplace will be open to all Wycliffe students, faculty and others). In the marketplace each student will present the current status of their final project, using a market-style kiosk. Each student will prepare and facilitate a 20-30-minute session for this "marketplace of development ideas", including peer-to-peer discussions and review of the most recent draft of their final project. Adult learning principles (e.g., verbal, visual, kinaesthetic) and innovation will guide these marketplace sessions.

- o **Submit final project paper**

## V. Required Texts  *- list of weekly readings will be posted*

Required reading lists will be posted from these required course textbooks. Required reading assignments will also be identified and posted on the course website as .pdf files or as links to be downloaded from the library and other online sources. Some revisions of the reading requirements may take place during term, to match agreed classroom and course adjustments.

**Required textbooks:**
Haslam, Paul, Jessica Schafer and Pierre Beaudet, *Introduction to International Development: Approaches, Actors and Issues.* Third edition. Oxford, 2016.

Myers, Bryant. *Walking with the Poor: Principles and Practices of Transformational Development.* Revised and expanded edition. Maryknoll: Orbis, 2011.

## VI. Bibliography

Bonk, Jonathan J. *Missions and Money.* Maryknoll, 1991.

Bouma-Prediger, Steven. *For the Beauty of the Earth: A Christian Vision for Creation Care.* Baker, 2003.

Buston, Oliver and Kerry Smith. *Global Humanitarian Assistance Report 2013.* Development Initiatives, 2013. http://www.globalhumanitarianassistance.org/wp-content/uploads/2013/07/GHA-Report-2013.pdf

Chambers, Robert. *Whose Reality Counts? Putting the Last First.* Intermediate Technology Publications, 1997.

--------------. *Ideas for Development.*  Earthscan, 2005.

--------------. *Revolutions in Development Inquiry.* Earthscan, 2008.

Christian, Jayakumar. *God of the Empty-Handed: Poverty, Power and the Kingdom of*

*God.* Revised edition. Acorn Press, 2011. E-book available from Amazon.

Daley-Harris, Sam (ed.). *Pathways out of Poverty: Innovations in Microfinance for the Poorest Families.* Kumarian Press, 2002.

Davis, Mike. *Planet of Slums.* Verso, 2006.

de Soto, Hernando. *The Mystery of Capital.* Perseus Books Group, 2003.

Desai, Vandana and Robert Potter, eds. *The Companion to Development Studies: Second Edition.* London: Hodder, 2008.

Douglas, Ian T., and Kwok Pui-lan. *Beyond Colonial Anglicanism: the Anglican Communion in the Twenty-First Century.* Church Publishing, 2003.

Freire, Paulo. *Pedagogy of the Oppressed.* Continuum, 2000.

Friedmann, John. *Empowerment: The Politics of Alternative Development.* Blackwell, 1992.

Hanson Bourke, Dale. *The Skeptic's Guide to Global Poverty: Tough Questions, Direct Answers.* STL Distribution North America, 2007.

Helmore, Kristen and Naresh Singh. *Sustainable Livelihoods: Building on the Wealth of the Poor.* Kumarian Press, 2001.

Hiebert, Paul. *Transforming Worldviews: An Anthropological Understanding of How People Change.* Baker Academic, 2008.

Hoksbergen, Roland. *Serving God Globally: Finding Your Place in International Development.* Baker, 2012.

Jacobs, Jane. *Cities and the Wealth of Nations: Principles of Economic Life.* Vintage Books, 1985.

Kingsbury, Damien, John McKay, Janet Hunt, Mark McGillivray, and Matthew Clarke. *International Development: Issues and Challenges.* New York: Palgrave Macmillan, 2008.

Laws, Sophie, Caroline Harper and Rachel Marcus. *Research for Development: A Practical Guide.* Sage, 2003.

Lewis, Stephen. *Race against Time.* Anansi: CBC Massey Lectures Series, 2006.

Myers, Ched. *Say to This Mountain: Mark's Story of Discipleship.* Orbis,1996.

Moyo, Dambisa. *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa.* Farrar, Straus and Giroux, 2009.

Narayan, Deepa, et al. *Voices of the Poor: Crying Out for Change.* Oxford University Press, 2000. (especially Chapters 1-2.)

Orbinski, James. *An Imperfect Offering: Humanitarian Action in the Twenty-First Century.* Anchor Canada, 2009.

Pope John Paul II, *Centesimus Annus*, Vatican website.

Pope Paul VI, *Populorum Progressio.* Vatican website.

Rennick, Joanne Benham. "Is Religion a Force for Good? Reformulating the Discourse on Religion and International Development." *Canadian Journal of Development Studies* 34(2, 2013): 175-188.

Sachs, Jeffrey. *Common Wealth: Economics for a Crowded Planet.* Penguin, 2008.

Sachs, Jeffrey. *The End of Poverty.* Penguin Press, 2006.

Sen, Amartya. *Development as Freedom.* Knopf, 1999.

Smith, Stephen C. *Ending Global Poverty: A Guide to What Works.* New York: Palgrave, 2005.

Tufts University. "Ambiguity and Change: Humanitarian NGOs Prepare for the Future." Boston, MA: Feinstein International Famine Centre, Tufts University, 2004. Downloadable from https://wikis.uit.tufts.edu/confluence/download/attachments/14553441/Ambiguity+and+Change--Humanitarian+NGOs+Prepare+for+the+Future.pdf?version=1 .

UNDP. *2014 Human Development Report. Sustaining Human Progress: Reducing Vulnerability and Building Resilience.* United Nations Development Program, 2014. http://hdr.undp.org/en/2014-report/download

Williams, Rowan. "New Perspectives on Faith and Development." The RSA website, URL: http://www.thersa.org/events/vision/vision-videos/dr-rowan-williams-new-perspectives-on-faith-and-development.

Wingate, Andrew, Kevin Ward, Carrie Pemberton, Wilson Sitshebo (eds). *Anglicanism: A Global Communion.* Church Publishing, 1998.

*World Bank. Atlas of Sustainable Development Goals 2017: From World Development Indicators.* Interactive website here: http://datatopics.worldbank.org/sdgatlas/ *Pdf available here:* https://openknowledge.worldbank.org/handle/10986/26306

World Bank. *World Development Report 2014: Risk and Opportunity.* International Bank for Reconstruction and Development and The World Bank, 2013. http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTNWDR2013/0,,contentMDK:23330018~pagePK:8258258~piPK:8258412~theSitePK:8258025,00.html

Yoder, Richard, Calvin Redekop and Vernon Jantzi, eds. *Development to a different drummer: Anabaptist/Mennonite experiences and perspectives.* PA: Good Books, 2004.

## *Course Website(s)*

- Quercus: https://q.utoronto.ca/

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701 . Students who have trouble accessing Quercus should contact the Assistant Registrar, Jeffrey Hocking (jhocking@wycliffe.utoronto.ca), for assistance.

## *Late Assignments and Grading*

Students are expected to complete individual assignments by their due dates, and all course work by the final deadline of 12th December, 2018. One percentage point per day will be deducted from the course grade if an extension has not been approved before the stated deadline.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the final deadline scheduled for the course or the last day of examination week, whichever is sooner.   An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

***Course grades****.* Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or TST and Wycliffe College's grading policy.

## *TST Grading System - Basic Degree Students*

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

|  |  |
|---|---|
| 90-100 (A+) | Exceptional |
| 85-89 (A) | Outstanding |
| 80-84 (A-) | Excellent |
| 77-79 (B+) | Very Good |
| 73-76 (B) | Good |
| 70-72 (B-) | Acceptable |
|  |  |
| 0-69 (FZ) | Failure |

| Letter Grade | Numerical Equivalents | Grade Point | Grasp of Subject Matter | Other qualities expected of students |
|---|---|---|---|---|
| **A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.** | | | | |
| **A+** | 90-100 | 4.0 | Profound and Creative | Strong evidence of original thought, of analytic and  synthetic  ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive |
| **A** | 85-89 | 4.0 | Outstanding | |
| **A-** | 80-84 | 3.7 | Excellent | Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base |
| **B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature**. | | | | |

| | | | | |
|---|---|---|---|---|
| B+ | 77-79 | 3.3 | Very Good | Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature |
| B | 73-76 | 3.0 | Good | |
| B- | 70-72 | 2.7 | Satisfactory at a post- baccalaureate level. | Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature |
| FZ | 0-69 | 0 | Failure | Failure to meet the above criteria |

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

## *Integrity, Content, Format*

***New readings.*** The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

***New work.*** The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

***Written assignments will follow the style and format guidelines*** provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style,* 15th edition, and its student version, Turabian's *Manual for Writers*, 7th edition). See http://www.writing.utoronto.ca/advice/using-sources/documentation. See the "Quick Guide" to this style at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

***Terms relating to sex and gender*** will follow the TST writing guidelines. See chapter 14 "Elimination of Stereotyping in Written Communication" in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the "fair and representative depiction of people with disabilities." See also the guidelines for unbiased language on the University website (go to http://www.writing.utoronto.ca/advice and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

## *Policies*

*Accessibility.* Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

*Plagiarism.* Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

*Other academic offences.* TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

*Back-up copies.* Please make back-up copies of essays before handing them in.

*Obligation to check email.* At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

*Email communication with the course instructor.* The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Wycliffe College: International Development course syllabus (D.D. Kupp)