COURSE DESCRIPTION

Since the Bretton Woods Agreements in 1944 an enormous energy has been devoted in generating the right tools for global development policy. Yet, little attention is given to the relationship between these tools, the practice of development, and actual outcomes. At best, it is understood in terms of an unintended ‘gap’ between the theory of development policy and practices, to be reduced by good policy more effectively implemented. There is no reflection on how the good development policy looks like and what collective learning we have thus far. This course is designed to inform students on the complexity of policy-making and its relationship to development practices through time. Designed to create an intellectual space to discuss the practices of global development, this course use evidence (or case studies) more effectively to enhance student’s creativity and skill needed in managing and negotiating critical development challenges. It approaches development policy (models, strategies, and project design) primarily as a tool to legitimize power relation rather than to orient practice for desired development outcomes.

While being aware of the limitation of the dominant development model and its tools, the readings in class presses home the need for alternative models of development that reflects more on processes. This brings to the core questions of this course: How can today’s development policy and practices be harnessed to gain useful insights for efforts to navigate a transition toward development policy that brings equity and justice. How does the development policy to date imagine equity and justice within the context of location, history, social and cultural values? How can we understand the policy discourse and the practice? What if the practices of development are in fact concealed rather than produced by policy? What if, instead of policy producing practice, practices produce policy, in the sense that actors in development devote their energies to maintaining coherent processes regardless of events?

The course will proceed in seminar format. Each class session will emphasize open discussions of the readings in question. Students are expected to bring their own ideas, understanding of the class materials, intellectual interests, and research orientations to bear on the discussion every week. The class prefer a critical tone of the readings in question: appreciative of what an author does well and how it offers partial insight into societal dynamics, critical of what an author does poorly and how it obscures other important findings, and critical of how we inform ourselves and construct own views about climate change.

LEARNING OUTCOMES

On successful completion of this course, students will be able to:

1. through the analysis of published case studies on development projects student will understand the level of details needed to develop their own research paper;
2. by analyzing development policy and practices promoted by major development agencies students will be able to explain how increasingly sophisticated ideas and models of development are and learn how the ‘power effects of donorship’ reproduce inequalities between donors and recipients of development aid and how this displaces the alternative vision and violates the rules of partnership in development.
3. through assigned readings and in-class discussion the student will understand the complexity, plurality and opportunities in tackling challenge of sustainable development from a vantage point of social sciences; and
4. through their active participating in class discussion students will understand the role for science in guiding policy on sustainable development.

ASSIGNMENTS AND GRADING

a. Attendance and participation (15% of course grade):

This class emphasizes participatory learning and relies on your ability to understand the assigned readings and engagement in discussion of those readings in class. Only one absence will be excused. Should you miss more than one class (due to personal and unforeseen reasons), you will be required to write a short (≈300 words) analysis of EACH reading assigned that week. You are expected to attend the class ready to actively engage. Obviously this means you will be assessed based on the quality and the depth of your discussion in class. That is: a) how much insightful your class discussion is? Do you help provoke fruitful disagreement and/or identify areas of emerging clarity in discussion? Are you respectful to others’ views? How constructively you disagree with your peers? Does your class participation reflect having done the readings and prepared thoughtfully for class? Do you help highlight particular strengths/weaknesses of the readings? Quality of your participation is very important for this class. It is hard to call that high quality participation if you almost never participate.

NOTE:

1. If a student is ill or needs to miss a class meeting, the instructor should be notified prior to the start of class for that day. Assignments and/or test for an excused absence may be made up at a time agreed upon between the instructor and the student.
2. With prior notice to the instructor, students will also be excused for: a) religious observances and practices that are in accord with ACD 304-04, “Accommodation for Religious Practices” and b) university sanctioned events and activities that are in accord with ACD 304-02, “Missed Classes Due to University-Sanctioned Activities.”

b. Weekly précis (40% of course grade):

In order to facilitate productive discussion, starting WEEK THREE, each student must write brief précis as a reaction to the week’s readings. You are expected to write 400-500 words (no more!) each week by carefully reading the assigned readings and email to me by 10:00 AM the morning of each class. The précis is both a summary and a reaction; that is, it begins with a brief overview of the core ideas presented in the reading, followed by the common thread running across the readings, critically evaluate them in relation to overall theme of the class, and pose thought provoking questions to stimulates discussion in class. As you read try “connecting” abstract ideas from the readings to the real world; it will help focus on reading and improve class discussion. I expect you to come to class with fully prepared, one of the ways to prepare is to read quickly, skim some, and return to important sections.

Take time to think through the reading before writing your précis and when writing, think beyond the readings of the week. Your larger purpose is to show that in spite of all this wonderful research (and discussion about global development), no one has addressed the problem in the way that you have envisioned. To give your commentaries a purpose, think of making connection to your experience of the real-world. Following each class, you should quickly revisit your précis and update it with new insights (based on discussion in class); these updated notes should be emailed to me no later than Friday evening of the week, which I will use for grading. This means your attendance, active note taking and participation in class is crucial.
c. Moderating a session (15% of course grade):

After first few weeks in to the semester you will be asked to moderate a class discussion (randomly assigned). Think of yourself as an “expert” of that week’s theme and act like one. Here is what you are required to do: Saturday evening the weekend before the class discuss the readings for which you are responsible, you should: a) suggest the common thread/themes worth paying attention to in the readings, b) suggest 3-5 generative questions for everybody in class to thinking while they do the reading, c) discuss these questions verbally at the beginning of week’s class session, along with why you think they are important. You should have innate sense of pacing yourself such as how long you should dedicate to each discussion thread before moving to another. You also have the authority to politely cut off or redirect the speaker if they stray. This will require a greater level of preparation of the readings, including going beyond the readings that are assigned for the week (several days ahead) and writing some generative questions & themes that will help deepen the discussion. Your creativity and enthusiasm will be noted. Some tips:

- What is the crosscutting issues in the readings in question;
- How does the authors’ analytic perspectives compare and contrast;
- Are the reading(s) pulling your attention towards your research?
- What implication does the readings may have on your own research interest?


d. Case study (30% of course grade):

This class relies on case studies to illustrate the record of good practices (failure) or innovation to range of development challenges. The goal is to provide the examples of how to gain a better understanding of the development challenges and while identifying lessons and best practices (or failure) on global development. There are four parts to this project: identification of case study, extended abstract (approximately 400 words), presentation of case study in class, and final paper. They are due at different times of the semester.

- Identification of case study (due date) – choose a case study that interests you or is within the area of your research interest. If you have problem identifying one – please discuss with me.
- Extended abstract (due date) - This should include the title (self explanatory and expressed as a normative question that encapsulates the global development dilemma), short introduction of the case study, justification, methods of inquiry and if possible data source(s).
- Presentation of case study (due date) – you are required to share your semester long research to rest of the class.
- Final paper (5000 words, 12-point font plus figures, notes and references, (due date) should be written in such as way that it; a) captures the complexity of development challenges, b) appeals to a broad audience; and c) provides lessons for possible response to global development needed for 21st century.

- It is important that you do a thorough proofreading of your final paper (more than once). Relying solely on spelling and grammar check on your word processor may not be a wise idea. Also, make sure to properly cite all the reference – inappropriate citation may cost your grade. With regard to style and grammar, your writing should, above all, be clear and correct.

**GRADING SUMMARY**

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>Attendance &amp; Participation</td>
<td>15%</td>
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<tr>
<td>Weekly Precis</td>
<td>40%</td>
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<tr>
<td>Moderating a Session</td>
<td>15%</td>
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<tr>
<td>Case Study</td>
<td>30%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Final Letter Grades Will Be Assigned Based on the Following Scale

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96.9</td>
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<tr>
<td>A-</td>
<td>90-93.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>84-86.9</td>
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<td>B-</td>
<td>80-83.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<td>C</td>
<td>70-76.9</td>
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<td>D</td>
<td>60-69.9</td>
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<td>E</td>
<td>0-59.9</td>
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WEEKLY COURSE CALENDAR and READINGS

The reading load will be significant, and students will be expected to come to class with the readings fully digested and having put real thought into their comments and questions. All the readings are available through the Blackboard (or some other means). Part of the aim of the course is to help students learn to read a wide range of materials. Periodically short newspaper articles will also be posted under this folder. I also encourage you to surf materials from the popular media (newspaper articles, magazine pieces, grey literature on the theme relevant to the materials of class) to share with the rest of class.

WEEK 1: Seeing the unseen: Breaking the logjam of development policy and practices


WEEK 2: Development with right policy tools


WEEK 3: Piecing together: Development policy and practices with time


WEEK 4: Negotiating development through reflection: Challenging orthodoxy


WEEK 5: Reimagining Development


WEEK 6: Participatory Development: Citizenship, Affiliation and Inclusion


26 Mosse, David (1994) ‘Authority, Gender and Knowledge: Theoretical Reflections on the


WEEK 7: Whose goal count? Lessons from the development field


**COURSE EVALUATION by STUDENT**
Course evaluation helps us understand student’s learning experience. Without your important feedback, it would be difficult to assess and improve teaching performance and student learning. Please be honest, fair and constructive in your evaluation of the class. Most importantly remember to complete on-line evaluation at the end of the semester. Additionally, your feedback during the semester helps us understand strengths and weaknesses. Pease feel free to share or email your suggestions.

**POLICIES**

**Incompletes:** A mark of "I" (incomplete) can be given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded using the form at [http://students.asu.edu/forms/incomplete-grade-request](http://students.asu.edu/forms/incomplete-grade-request). Students should be proactive and discuss this with their instructor before the end of the semester. Students who do not complete this form before the end of the semester cannot be given an incomplete and will be awarded a grade based on the work they have completed.

**Late Assignments:** notice provided to the instructor that you will miss a class or have to turn in an assignment late could help your cause.
**Grade Appeals:** ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see: [http://catalog.asu.edu/appeal](http://catalog.asu.edu/appeal)

**Student Standards:** Students are required to read and act in accordance with the [University Code of Conduct](http://catalog.asu.edu/appeal) and Arizona Board of Regents Code of Conduct.

**Electronic Devices in the Classroom**

*Phones and other devices*

Students should turn off cellphones and/or other devices (iPods, etc.) before they enter the classroom and keep them stored in their bags. The first time a phone or electronic device causes a distraction or disruption in class, the instructor will request that the student turn off the device. After the second offense, students will be asked to leave the classroom and will lose credit for any further participation in class for that day. Multiple offenders will have points taken off of the final grade.

*Laptops/Computers*

Use of laptops during class will be permitted for notetaking or class approved activities. For the first occurrence, students who are obviously distracted by what they are viewing on their laptop will be asked to put the device away. After the second offense, students will be asked to leave the classroom and will lose credit for any further participation in class for that day. Multiple offenders will have points taken off of the final grade.

**Professionalism in the Classroom:** are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening or violent behavior will be dealt with according to the policies in the Student Services Manual, [SSM 104–02](http://catalog.asu.edu/appeal). Students wishing to record lectures electronically must first get permission from the instructor.

It is impossible to learn from your fellow students when you or they are not there. As such attendance is required in this course. Should you have to miss a class, contact your instructor as far in advance as possible. Depending on the nature of the absence the instructor may elect to deduct points from your overall grade. Absences can be excused for religious observances or practices that are in accord with [ACD 304–04](http://catalog.asu.edu/appeal) or university sanctioned events/activities that are in accord with [ACD 304–02](http://catalog.asu.edu/appeal).

**Academic Integrity:** Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity). If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date, and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may discuss assignments with other students, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against
everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else’s work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

**Prohibition of Commercial Note Taking Services:** In accordance with [ACD 304-06 Commercial Note Taking Services](https://eoss.asu.edu/drc), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker’s name as well as the instructor's name, the course number, and the date.

**Student Support and Disability Accommodations:** In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the [Disability Resource Center (DRC)](https://eoss.asu.edu/drc) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: [https://eoss.asu.edu/drc](https://eoss.asu.edu/drc).

If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

**Sexual Violence and Harassment:** Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [https://sexualviolenceprevention.asu.edu](https://sexualviolenceprevention.asu.edu).

**Drop and Add Dates/Withdrawals:** Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following policies: [Withdrawal from Classes](https://eoss.asu.edu/drc), [Medical/Compassionate Withdrawal](https://eoss.asu.edu/drc).

**Email Communications**

All email communication for this class will be done through your ASU email account and the blackboard site. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to MyASU, click on the Service tab at the top, and file a Service Request.

This syllabus is subject to change. It is your responsibility to read e-mail updates from the instructor as well as check the blackboard site for alterations made as events occur.