

# **Acknowledgement**

We acknowledge that we live and work on the traditional territory of ‎ the Neutral, Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

# **INDEV 302**

**Instructor**: John Abraham, Rm 221 St. Paul’s University College

**Communication**: Please use your uwaterloo email to contact me at j9abraha@uwaterloo.ca. Please add INDEV 302 to the subject line.

## **Overview**

This course will provide an introduction on the role of institutions as key actors in the process of development around the world. We will critically examine the anatomy of institutions and how they operate in the international sphere. We will then explore the role of institutions in propagating the development process unevenly and by excluding constituencies. We will then examine how these constituencies have been mobilizing to resist, participate and transform the institutional process of development.

The course will be delivered remotely. A short introduction to the topic for the week will be provided through weekly ‘vlogs’ by the instructor – links to the vlogs will be posted at the start of the week. The class will meet live for an hour every week (time TBD) for team presentations (see below) as well as updates from the instructor. Teams will also meet with the instructor for a shorter ‘office hour’ style debrief on their final reports. All other aspects of the course will be delivered remotely through Learn, unless otherwise specified.

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## **Objectives of the Course**

* To provide students with a strong foundation in the concepts and issues related to institutions and their role in development
* To enable understanding, critical analysis and assessment of these concepts and issues.
* To enable students to present oral and written arguments concisely and effectively.
* To enhance team working skills and the ability to synthesise viewpoints and perspectives from theory and discussion.

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## **Assessment**

### **Team Presentation 25%**

During the first week of class, students will pick at least two topics from the below reading list that they would be interested in presenting. While it cannot be guaranteed that students will be able to present on their first choice, the instructor will make every effort to match you with one of your choices. Based on responses, the instructor will create and connect a team of 2-3 students who will present on the reading during a live session in the week. The assessment of this assignment consists of three parts. For the first 10%, students will be assessed as a team (by the instructor), on their collective arguments and presentations. Students are encouraged to utilize visual aids (e.g. ppt) for their presentations. A further 10% will be based on the individual student’s performance during the presentation including evidence of preparation, clear communication and clarity of arguments and expression of ideas. The final 5% will be based on peer evaluation.\*

**\*Note: Peer Review**

On completion of the debate, students will confidentially submit a ‘peer evaluation’ mark to me via email, indicating their perception of their fellow teammates’ contributions to the debate preparation. ‘5’ will indicate the highest level of contribution and cooperation and ‘0’ the least.

### **Discussion 25%**

Following each week’s presentation, a discussion thread will be initiated on Learn. Each week, at least 12 non-presenting students will Students will be assigned discussion threads at the end of class and will respond in discussion to a series of prompting questions form the instructor. Each student will participate in a discussion thread at least 4 times during the semester. Contributions to the thread should demonstrate that the students is familiar with the reading and is critically assessing the reading’s contents. Students working on their Team Reports are encouraged to monitor the thread for further insights.

### **Team Report 30%**

Student teams will present a final report (2,500-3000 for 2-student teams; 3000-3500 words for 3-student teams) synthesizing their position in the assigned debate with the arguments of the other team and comments from the moderating panel and their peers. Students are required to utilize the listed resources and at least and additional 6-8 academic and/or mainstream media references in their report. Reports area due one week from the assigned presentation date and will be worth 25% of the final mark. A week following submission of the report, students will meet with the instructor online to discuss feedback – this meeting will comprise 5% of the final mark.

**Participation and Contribution 20%** (attendance, engagement, preparedness, responsiveness)

Your presence and active participation in all classes is required. Participation includes attendance, contributions during weekly sessions as well as within individual groups (if applicable). You are expected to demonstrate knowledge of the assigned readings, resources and critical reflection. Attendance will be taken on a regular basis at the instructor’s discretion. *Irregular class attendance will result in a proportionate penalization of the total mark in this category at the instructor’s discretion.*

## **Schedule of Lectures (week in parenthesis)**

Please note that all readings will be available on ARES and can also be located through the library database and online through Google.

### **Week 1: Introduction – Why are Institutions significant for Development? (Sept 07)**

"Why Nations Fail: The Origins of Power, Prosperity and Poverty" -- Daron Acemoglu

https://www.youtube.com/watch?v=IRAkz13cpsk

### **Week 2: How institutions (dys)function (Sept 14)**

Ferguson, J. (1990). *The anti-politics machine: 'development', depoliticization and bureaucratic power in Lesotho*. CUP Archive.

http://www.brandonkendhammer.com/politics\_of\_development/wp-content/uploads/2018/11/ecologist-1994-09.pdf

Graeber, D. (2012). Dead zones of the imagination: On violence, bureaucracy, and interpretive labor: The Malinowski Memorial Lecture, 2006. *HAU: Journal of ethnographic theory*, *2*(2), 105-128.

https://eprints.lse.ac.uk/53222/1/Graeber\_Dead\_zones\_imagination\_2012.pdf

### **Week 3: So what are institutions? (Sept 21)**

# North, D. C. (1991). Institutions. *Journal of economic perspectives*, *5*(1), 97-112.

### **Week 4: The Bretton Woods system and Multilateral institutions (Sept 28)**

Ruggie, J. G. (1982). International regimes, transactions, and change: embedded liberalism in the postwar economic order. *International organization*, *36*(2), 379-415.

### **Week 5: Cooperation and Competition in the Global system (Oct 05)**

Keohane, R. O. (1988). International institutions: Two approaches. *International studies quarterly*, *32*(4), 379-396.

### **Week 6: Break (Oct 11-17)**

### **Week 7: The Development Legacies of the Bretton Woods system (Oct 19)**

Easterly, W. (2005). What did structural adjustment adjust?: The association of policies and growth with repeated IMF and World Bank adjustment loans. *Journal of development economics*, *76*(1), 1-22.

### **Week 8:** **Decolonializing Global institutions (Oct 26)**

Devetak, R., Dunne, T., & Nurhayati, R. T. (2016). Bandung 60 years on: revolt and resilience in international society. *Australian Journal of International Affairs*, *70*(4), 358-373.

### **Week 9: The Developmental State (Nov 02)**

Evans, P. B. (1989, December). Predatory, developmental, and other apparatuses: A comparative political economy perspective on the third world state. In *Sociological forum* (Vol. 4, No. 4, pp. 561-587). Kluwer Academic Publishers-Plenum Publishers.

### **Week 10: NGOs, Civil Society and Development (Nov 09)**

Pearce, J. (2000). Development, NGOs, and civil society: the debate and its future. *Development, NGOs, and civil society*, 15-43.

### **Week 11: Institutions and Sustainable Development (Nov 16)**

Lehtonen, M. (2004). The environmental–social interface of sustainable development: capabilities, social capital, institutions. *Ecological economics*, *49*(2), 199-214.

### **Week 12: Governance institutions and the Commons (Nov 23)**

Forsyth, T., & Johnson, C. (2014). Elinor Ostrom's legacy: governing the commons, and the rational choice controversy. *Development and Change*, *45*(5), 1093-1110.

### **Week 13: Indigenous institutions and development (Nov 30)**

Kendie, S. B., & Guri, B. (2007). Indigenous institutions, governance and development: Community mobilization and natural resources management in Ghana. *Endogenous development and bio-cultural diversity*, 332-349.

### **Week 14: Higher Education as Development institution (Dec 07)**

Chapman, D. D., Ruiz-Chapman, T., & Eglin, P. (2018). Global citizenship as neoliberal propaganda: a political-economic and postcolonial critique. *Alternate Routes: A Journal of Critical Social Research*, *29*.

## **Course Policies**

### **Class Participation and Professionalism**

You will be expected to develop and demonstrate professionalism which includes developing a professional communication style, being courteous, honest, punctual, self-motivated, cooperative, curious, empathetic to others, non-judgemental of others, capable of receiving feedback to improve your work, and willing to learn from and respect others, regardless of differences.

Your punctual attendance, participation and timely completion of assignments are important elements of successful performance in this course and your field placement. Each week’s content and assignment is designed to help you work on and complete your assignments (aka deliverables). Your weekly attendance is part of your 20 percent mark for Participation and Contribution. If you need to miss a class, it is expected that you inform the course instructor at least 24 hours before class time. Even with notification, marks will be deducted for non-attendance. Students can miss one class without penalty.

### **Late Work Policy**

Weekly assignments must be submitted to the Dropbox on or before the following Tuesday class at 8:30 AM. Feedback on weekly assignments and expectations for report content will be provided in class each week. Weekly assignments will not be accepted if submitted after the due date.

A total of 3 grace days will be provided for submitting the professional report outline and final report late. You do not need to notify the instructor if you intend to use the grace days. If you exceed the 3 grace days, the penalty is 5 percent per day per assignment grade, starting at 12:00 midnight of the day the work is due. The instructor reserves the right to deduct marks for lateness regardless of the reasons for lateness given.

### **Academic Integrity and Plagiarism**

Academic integrity is a fundamental part of academic success; however, each year there are a large number of cases of academic integrity misconduct in every faculty by both undergraduate and graduate students. Many of these cases involve plagiarism. Plagiarism is “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes.” Plagiarism can have serious academic consequences for students. Policy 71 - Student Discipline outlines the academic integrity standards for University of Waterloo, including standards for plagiarism.

## **University of Waterloo/Faculty of Environment policies**

**Intellectual property:**Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as: Lecture content, spoken and written content (and any audio/video recording and presentation thereof); Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides); Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner). Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

**Academic integrity:**In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here: http://uwaterloo.ca/academicintegrity. ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: http://uwaterloo.ca/academicintegrity/Students/index.html Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70.

**Mental health:**The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. **Please note that help is available**. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services http://www.uwaterloo.ca/counselling-services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, and relationship issues. a

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

**Appeals:**A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

**Communications with instructor:**All communication with students and instructors with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

## **UW RESOURCES FOR STUDENTS**

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| HELP NEEDED: | HELP PROVIDED: |
| **Writing skills** Unsure how to write in own words or organize ideas e.g. statements: * *“I don’t know how I am supposed to write this in my own words”*
* *“I don’t know how to paraphrase what the author wrote in a different way”*
* *“What I am supposed to source?”*
* *“I don’t have any value to add to the argument”*
* *“I don’t know how to write a ...”*
* *“I have some thoughts and research, but I don’t know how to organize them...”*
 | * Attend a Writing Centre (WC) workshop – e.g., ‘Say it in your own words: paraphrase & summary’
* Review Writing Centre (WC) writing resources, such as ‘”Integrating Evidence”
* Use WriteOnline resources
* Meet with a Writing Centre (WC) writing specialist by booking an appointment or attending a drop-in session at the Library
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| **Stress and time management skills** Struggling with workload stress, sufficient time for course work and/or how to approach large assignments e.g. statements: * *“I was overwhelmed with what I needed to accomplish”*
* *“It was such a big assignment – I didn’t know where to start”*
* *“I was experiencing a lot of stress as a result of my heavy workload, deadlines and pressure to succeed”*
* 􏰞  *“I am running out of time. I don’t have enough time to double check my references and/or sources”*
 | * Student Success Office workshops – e.g., ‘Get this term started’ and ‘Organizing Your Time’
* Student Success Office time management resources – e.g., ‘Backwards Planning’
* Book Peer Success Coach appointment
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| **Referencing and research skills** Unsure how to find good sources, cite sources and/or quote ideas e.g. statements: * *“I don’t know how to find good sources”*
* *“I struggle to know what to cite in my papers”*
* *“I don’t know how to reference the research I find”*
* *“I am not sure how often I should quote and how often I should analyze the information”*
 | * Review Find and use resources and use the Library’s Quick Start Guide to get started with your research
* Review Citing Sources and consider using citation management software, like RefWorks, to keep track of, and format, citations in the style you need
* Attend Library workshops – e.g., ‘Citing Properly with RefWorks’
* Review Avoiding Plagiarism or How to Successfully Use the Works of Others
* Contact your subject librarian or Ask us for help using the Library and its resources
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| **Plagiarism consequences** Unsure of policies regarding plagiarism or its consequences e.g. statements: *“I don’t understand what plagiarism is, or the consequences of plagiarizing”* | **Review Office of Academic Integrity resources:** * Introduction to Policy71
* Academic integrity tutorial o 10 tips to avoid academic misconduct
* Academic integrity fact sheet for students
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