

**UNIVERSITY OF WATERLOO**  
**INTERNATIONAL DEVELOPMENT PROGRAM, FACULTY OF ENVIRONMENT**

**INTRODUCTION TO INTERNATIONAL DEVELOPMENT:  
ISSUES, CHALLENGES AND APPROACHES**  
**INDEV 101, Winter 2019**

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Class time: Mondays 11.30 AM – 2.20 PM

Office Hours: Mondays 2.30 – 3.30 PM (or by appointment)

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### **Course Overview**

Development is a process with many dynamics that makes it multidimensional and complex. Like most ideas, ‘development’ is also a contested concept. There are no simple solutions to the challenges it offers to the scholars, policy makers, practitioners and people who need it the most. It is also important to recognize that the current context within which development takes place is ridden with growing uncertainty and change. In order to achieve the goals of development we need to constantly think and work in open, flexible and creative ways. Here, innovation is the key to success. After all, there is no panacea for development. Irrespective of the difference in how different people would like to define development, it is hard to disagree with the general observation that the early 21<sup>st</sup> Century world faces numerous challenges across many issue areas that should not go unattended.

This course serves as a basic introduction to the subject of international development with specific focus on development issues and problems. It introduces the student to the histories and concepts that have influenced past and current development issues. It draws student’s attention to the importance of analyzing multiple drivers that cause development issues and problems to emerge and also remain responsible for their persistence. The purpose of this course is to explore and critically evaluate the key issues underlying the theory and practice of international development, and how they influence development outcomes and their consequences for society and environment. It draws particular attention to the impact of development on the most vulnerable members of society and creates a debate around what role each one of us can and should play. It presents numerous practical examples based on the course instructor’s research experience with ‘development’. The course also draws heavily from the experience and knowledge of a number of guest speakers who are engaged citizens in the world of development work. Students will engage in examining a number of development issues by considering their social, economic, political, cultural and environmental dimensions. Overall, students will learn and benefit from ‘how a better understanding of multiple development issues (in addition to theories and concepts), through the

use of analytical and ‘inclusive’ lenses, can enhance our ability to address complex development problems and design pragmatic approaches to move towards sustainability. The course is intended to extend and/or supplement the knowledge and learning obtained by students in their fall 2018 course on ‘Introduction to international development: Concepts, theories and actors’.

## **Objectives**

### ***Objectives related to the topic of the course:***

At the end of this course, students will have (a) a firm grasp of the meaning and complexity of development and its various components; (b) a good grasp of the main issues in international development; (c) a good general knowledge of the key drivers and actors influencing various issues in international development; (d) a solid understanding of the links between development and environment; (f) a capacity to critically analyze and communicate development challenges and issues facing people, groups, communities and states in different parts of the world; (g) a selected list of options and tools available for dealing with a number of development related issues and the challenges they pose.

### ***Objectives related to communication and language:***

At the end of this course, students will have (a) a good grasp of a host of written, verbal and non-verbal communication skills as they relate to articulating and expressing development topics; (b) expertise in various written, verbal, nonverbal communication methods - speaking, reading, writing, listening, observing, and establishing connection between skills in order to be an effective communicator in an international development context; (c) ability to effectively read and write academic papers, develop strategies for conducting critical analysis through literature reviews and annotations; (d) organize and prepare outlines of analytical papers, cultivate good writing habits including accurately citing academic information, and synthesize multiple ideas for making an academic argument.

## **Expectations**

The instructor and students will attend all classes. Students will come to class prepared by having read the required text and all supplementary materials provided by the instructor. Students will participate meaningfully through regular structured group work. Students will hand in assignments on time and will abide by the rules of the university regarding plagiarism and academic integrity. The instructor will assess all student work as objectively as possible and deliver grades to students as expeditiously as possible.

## **Pedagogy**

The basic pedagogy of the course will include an interesting mix of conceptual and empirical information delivered through structured lectures and evidence-based learning methods. The class will meet once every week for three hours to deliberate on one particular issue or a set of related issues in international development. First half of the class time will be devoted to dealing with the conceptual aspects of the issue/s mainly through an interactive lecture by the instructor and remaining half of the class time will be used to discuss an empirical case study or guest speakers that can offer practical examples and help explain selected development issues more succinctly. Our discussions in the class will also revolve around a set of required and recommended readings wherein students will be encouraged to participate in a meaningful way. It is expected that the

student will equip him/herself with a variety of forms of information: after all, knowledge is power! The internet is a powerful multimedia tool – and we will employ it to our advantage – but there remains no substitute for reading. An informed opinion is light years ahead of an opinion lightly formed. There will be weekly tutorials for this course. The course instructor will make every effort to add on a weekly or bi-weekly question and answer session, preferably as part of the tutorials, provided there is the time, popular will and physical room for this.

### Required Readings

1. There are two required textbooks, each of which takes slightly different approaches to understanding and explaining international development. The texts are:
  - a. Paul Haslam, Jessica Schafer, Pierre Beaudet, *Introduction to International Development: Approaches, Actors and Issues* (Oxford University Press, 2012).
  - b. Vandana Desai and Robert Potter, eds, *The Companion to Development Studies* (Routledge, 2014), Third Edition.
2. Electronic readings posted on Waterloo LEARN.

### Assessment

- A learning diary on development issues discussed in class which is written over the course of the 12 weeks - First Submission of the diary (weeks 2 – 6) due Friday 15 February (LEARN drop box by 11.59 PM) and Second submission (weeks 7 – 11) due Friday 29 March (LEARN drop box by 11.59 PM) (**Total 20%**)  
*Details will be provided in the first day of the class (January 8) and your first tutorial will be devoted to this topic.*
- Creative Assignments and Participation marks: **10%**
- Participation in a Panel and group reporting (written as a blog post) (**10%**) – Different groups every week in class  
*Details will be provided in the first class on January 9.*
- Conventional research paper OR a Policy brief (**10 + 25 = 35%**)  
Part 1 (10%): Submission of 300 words abstract - Due Friday 1 February (online submission to drop box in LEARN by 11.59 PM)  
Part 2 (25%): Submission of research paper or policy brief - Due Friday 8 March by 11.59 PM (in LEARN drop box)  
*Details will be provided in the class and one tutorial in February will be devoted to this topic.*
- Final Exam (**25%**) - In April (TBD)

### ***Learning diary on issues in development***

Students will be required to maintain a **learning diary** on a **weekly basis** and use it as a tool for reflection. The goal of the learning diary is to help students summarize, analyze and comment on the content of the lectures and guest speakers, assigned text book chapters and reading materials, and other deliberations in the class on specific development issues. Please remember that the purpose of a learning diary is not to create a summary of what took place in the class each week. Rather, it is aimed at empowering students to speak with their own voice, using their own analysis and insights to grasp key learning and also place those learning in a larger development context. The diary should also offer a direction for further discussion on the topic.

Effective weekly diaries should be short (i.e. minimum a page to a maximum of a page and a half, single-spaced, 12size font in Times New Roman, per week), very clearly written, consistent and to the point. Further instructions on how to write an effective learning diary, suggestions on possible templates and helpful reference material will be posted at Waterloo LEARN. Specific instructions will also be provided in the class and weekly tutorials.

### ***Conventional research paper or Policy brief***

Students have the option of writing either a **conventional research paper** OR **a policy brief**. Both options will require extensive research and careful synthesis of primary and secondary literature. However, there are major differences in how these documents can be structured and organized. The conventional research paper is more academically oriented, focused on the analysis of a particular topic / issue / problem in an orderly, logical manner, and aims to make a scholarly contribution to knowledge. It caters to a specialized audience. A policy brief, however, requires succinct consideration of policy options for a non-specialized audience. It is a focused, professional, evidence-based, practical and feasible document that can act as an impetus for advocacy and action with tremendous potential for contributing to policy and practice.

Further instructions on how to write an effective conventional research paper and a policy brief, suggestions on possible templates and helpful reference material will be posted at Waterloo LEARN. Specific instructions will also be provided in the class and weekly tutorials.

### ***Participation in a panel and group reporting (written)***

A group of students will form a **panel** for each week's class. This panel will be charged with the **responsibility to ask the first set of questions to the guest speaker** after her/his talk and **provide some insights / concluding remarks** at the end of the session. The group will also be required to submit **a two-page written document** highlighting the main issues raised by the speaker, the relevance of the talk to the topic of that week's class and derive from it some of the key learnings / messages. The written document should be **submitted within a week** and it will be **uploaded at LEARN** for online comments and discussion by the class **and also on the SEED webpage**.

Please note that the student panel will be constituted in the class every week (i.e. on the same day of the talk). **There will be no advance information available on who will be on the panel**. The instructor will invite a number of students every week to join the panel. Each student will have the opportunity to participate in a panel only once during the entire term. If a student is absent

from the class she/he will get a second opportunity in another week to participate in a panel. A second absence will mean the student has lost the opportunity to participate in a panel and no marks will be allocated to the student for this particular assignment. However, exceptions will be made for those students who have informed the instructor / TA about their absence in advance.

### **Final Exam**

The final exam will be held during the exam period in April 2017. The date, time and place of the exam will be announced when the exam schedule is published. The final exam will have a number of sections such as Multiple Choice, True/False, Short Essay questions and others. Students will have 2.5 hours to write the exam.

### **Consequences of Academic Offences**

**Students are 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, TA, academic advisor, or the Undergraduate Associate Dean.**

**For information on categories of offenses and types of penalties, students should refer to Policy #71, Student Academic Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>**

**Within FES, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties which may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.**

**Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>**

**Email Addresses:** University policy requires that official email correspondence is to be addressed to **UW user ids**. Please make sure that you use an active ENV email account in correspondence with the course manager and TAs.

### **Cell phones, etc.**

Please make sure that cell phones, iPhones, Blackberries, iPods or similar devices are turned off while in-class.

## COURSE TOPICS AND SCHEDULE

### Week 1 (January 9)

**Topic:** INTRODUCTION TO ISSUES AND APPROACHES IN DEVELOPMENT

**Readings:** Nayak, P. K. and F. Berkes. 2010. Whose marginalization? Politics around environmental injustices in India's Chilika Lagoon. *Local Environment* 15(6): 553–567.

**Case study presentation:** Prateep Kumar Nayak on '*One lagoon, handful of fishers and a 'sea' of development issues across local to global scales: Politics of marginalization on the Bay of Bengal coast.*'

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### Week 2 (January 16)

**Topic:** URBAN DEVELOPMENT: CITIES AND SLUMS IN THE GLOBAL SOUTH

#### Learning objectives:

- To be able to describe contemporary urbanization in various regions and developing countries and understand its main trends and characteristics.
- To grasp the main factors contributing to the urbanization of developing countries.
- To become familiar with key concepts and theoretical approaches to understanding and interpreting the transformation of urban areas in developing countries.
- To appreciate the central development issues for cities in developing countries, with specific reference to shelter and sustainability.
- To learn about the major players in urban development - private developers, international agencies, governments, NGOs, and urban movements - and be able to provide examples of their role in contemporary urban restructuring.

**Readings:** Haslam et al, Chapter 19; Desai and Potter, Companion, 5.1, 5.3, 5.5, 5.6, 5.7, 5.8

**Case study / Guest speaker / Documentary:** Dr. Cameron McCordic, School of Environment, Enterprise and Development, University of Waterloo, Canada on '*Linking urban origins to development outcomes*'

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### Week 3 (January 23)

**Topic:** CONFLICT AND DEVELOPMENT

#### Learning objectives:

- To understand the liberal view of the relationship between conflict and development.
- To discover why and how this liberal theory of violence has been challenged and alternative perspectives proposed.
- To learn how policy measures to contain violent conflict have been conceived and implemented and how these measures are related to the various approaches to understanding the conflict–development nexus.

**Readings:** Haslam et al, Chapter 22; Desai and Potter, Companion, 9.2, 9.3, 9.5, 9.6, 9.8, 9.9, 9.11

**Case study / Guest speaker / Documentary:** Prof. Nathan Funk, Conrad Grebel University College on '*Local Resources for Development and Peace*'

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#### **Week 4 (January 30)**

**Topic:** POLITICS AROUND LAND, WATER AND ENERGY: USE, ACCESS AND STRUGGLE FOR CONTROL AND SURVIVAL

#### **Learning objectives:**

- To understand why land, water and energy are precious resources and why shortages occur.
- To compare major sources of energy and water compartments.
- To summarize water and energy availability and use.
- To define how our energy, water and land uses have varied over time.
- To explain the consequences and rewards of using coal, oil, natural gas and nuclear power.
- To explore some of the politics associated with land, water and energy and reflect on some of the alternate measures to tackle resulting problems.

**Readings:** Desai and Potter, Companion, 3.5, 6.8, 6.9, 6.10

**Case study / Guest speaker / Documentary:** Viewing of the documentary '*Salmon Confidential*' (a film on the government cover up of what is killing BC's wild salmon) made by biologist Alexandra Morton.

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#### **Week 5 (February 6)**

**Topic:** RURAL DEVELOPMENT

#### **Learning objectives:**

- To understand and be able to explain the key features of 'rurality'.
- To grasp the 'sustainable rural livelihoods' concept as a tool for understanding agriculture in context and use it critically to assess claims made about smallholder households (e.g., as 'rational', 'tradition bound', or 'multi-locational').
- To be able to distinguish between the 'labour-rich' and 'land-rich' patterns of rural development and understand the importance of population pressure or other factors on innovation.
- To learn about and evaluate the paradigm shifts in thinking about rural development.
- To discover the principal challenges to rural development in the twenty-first century.

**Readings:** Haslam et al, Chapter 18; Desai and Potter, Companion, 3.2, 3.3, 3.4, 3.6, 3.7

**Case study / Guest speaker / Documentary:** Brock Dickinson, Faculty of Environment, University of Waterloo on '*Shock and Awe: Dislocation, Development and Opportunity in Rural Communities*'.

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## **Week 6 (February 13)**

**Topic:** MIGRATION AND DEVELOPMENT

### **Learning objectives:**

- To understand the main trends, patterns, and processes of contemporary international migration.
- To discover the underlying causes of international migration.
- To appreciate the relationship between international migration and development.

**Readings:** Haslam et al, Chapter 23; Desai and Potter, Companion, 4.7, 4.8, 4.10

**Case study / Guest speaker / Documentary:** Prof. Margaret Walton-Roberts, International Migration Research Centre, Wilfrid Laurier University on '*International nurse migration from India and the Philippines: the challenge of meeting the sustainable development goals in training, orderly migration and healthcare worker retention*'.

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## **Reading week February 18 - 22**

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## **Week 7 (February 27)**

**Topic:** CRITICAL APPROACHES TO DEVELOPMENT ISSUES: HUMAN RIGHTS, SOCIAL JUSTICE AND POWER

### **Learning objectives:**

- To understand what human rights is, social and environmental justice and how power dynamics is a pervasive force in society.
- To understand the key concepts and approaches inherent in debates on human rights, social justice and power dynamics.
- To examine how issues of rights, justice and power influence development.
- To compare selected case examples of important human rights violations in the world.

**Readings:** Desai and Potter, Companion, 1.9, 2.16, 4.10, 6.1, 7.10, 10.16; Other readings to be assigned

**Case study / Guest speaker / Documentary:** Prof. Simron Singh, School of Environment, Enterprise and Development, University of Waterloo, Canada on '*Yasunizar and Environmental Justice in the Ecuadorian Amazon*'

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## **Week 8 (March 6)**

**Topic:** INDIGENOUS PEOPLE: A CATEGORY IN DEVELOPMENT (Development Issues in the Global North)

**Learning objectives:**

- To understand the principal factors shaping the definition of indigenous peoples at the United Nations.
- To learn about the history and the context of the mobilization of indigenous peoples at the international level.
- To appreciate the main issues surrounding indigenous rights claims at the international level from the perspective of indigenous peoples as well as that of the states in which they reside.

**Readings:** Haslam et al, Chapter 24; Desai and Potter, Companion, 2.9

**Case study / Guest speaker / Documentary:** TBD

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**Week 9 (March 13)**

**Topic:** GOVERNANCE AND DEVELOPMENT

**Learning objectives:**

- To understand the history of various governance arrangements used to achieve development success.
- To reflect on the key principles and different types of governance models suggested by theory and others those have been used in practice.
- To assess the importance of governance for development in a complex world.

**Readings:** Desai and Potter, Companion, 1.10, 2.11, 9.12, 10.4, 10.9, 10.10

**Case study / Guest speaker / Documentary:** Derek Armitage, School of Environment, Resources and Sustainability, University of Waterloo on '*Environmental governance and development.*'

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**Week 10 (March 20)**

**Topic:** CULTURE AND DEVELOPMENT

**Learning objectives:**

- To understand the concept of culture and to dispel the many myths surrounding it.
- To understand the relationship between culture and development.

**Readings:** Haslam et al, Chapter 26; Desai and Potter, Companion, 1.11

**Case study / Guest speaker / Documentary:** TBD

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**Week 11 (March 27)**

**Topic:** TECHNOLOGY, INFORMATION AND DEVELOPMENT

**Learning objectives:**

- To understand the challenges in transplanting appropriate technologies for development.
- To develop a critical understanding of the good and bad effects of technologies on societies, institutions, work, and individuals.
- To appreciate the growing role played by information and communication technologies (ICTs) in the development of today's society.
- To discover the causes of the 'digital divide' that exists between and within nations and its implications on development and people's rights.

**Readings:** Haslam et al, Chapter 25; Desai and Potter, Companion, 1.12, 7.7,

**Case study / Guest speaker / Documentary:** Donald Proven, Sun Certified Builders Cooperative Ltd., Winnipeg on 'Simple solutions beat techno-fixes....' (TBD)

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### **Week 12 (April 3)**

**Topic:** WHERE TO FROM HERE? THE FUTURE OF DEVELOPMENT (COURSE WRAP UP)

**Readings:** Haslam et al, Epilogue; Desai and Potter, Companion, 1.2; Nayak. P. K. and F. Berkes. 2012. Linking global drivers with local and regional change: A social-ecological system approach in Chilika Lagoon, Bay of Bengal. Regional Environmental Change. Online First, DOI 10.1007/s10113-012-0369-3.

**Case study / Guest speaker / Documentary:** Prateep Kumar Nayak on '*Vicious cycles of poverty, marginalization and underdevelopment: Multilevel Drivers of Change.*'

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