

NOV 18 2016

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Revision

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

College of Liberal Arts

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	Political Science	College/School	College of Liberal Arts
Prepared by	Jeremy Speight	Phone	474-6505
Email Contact	jspeight@alaska.edu	Faculty Contact	Jeremy Speight

**1. ACTION DESIRED**

(CHECK ONE):

Trial Course

New Course

**2. COURSE IDENTIFICATION:**

Dept

PS

Course #

3924

No. of Credits

3

Justify upper/lower division status & number of credits:

**3. PROPOSED COURSE TITLE:**

Gender and Development in the Global South

**4. To be CROSS LISTED?**

YES/NO

If yes, Dept:

WGS

Course #

394

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

**5. To be STACKED?\***

YES/NO

If yes, Dept.

Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

**6. FREQUENCY OF OFFERING:**

Spring (Odd-Numbered Years)

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING**

(Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

AY2016-2017 (Spring 2017)

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT:

(check all that apply)

1

2

3

4

5

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lectures and Seminars

**9. CONTACT HOURS PER WEEK:**

3

LECTURE hours/weeks

LAB hours /week

PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)



10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a **complete** description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

PS F393 Political Science  
3 Credits Offered Spring Odd Years

This course will provide third year students an introduction to the politics of development and underdevelopment. It examines different theoretical perspectives explaining why some countries have been able to successfully initiate and sustain economic development while others have not. As a cross-listed class, this class will focus heavily on how scholars in development studies understand the relationship between gender and development, and how actual developmental experiences have had significant gendered effects. The first part of the class will introduce competing theoretical perspectives on development and underdevelopment. The second part will introduce a number of contemporary themes in development studies including the developmental state, foreign aid, fair trade and the relationship between violence and development. Throughout the course, we will discuss a diverse number of country-cases drawn from Africa, Asia, Latin America and the Middle East. Prerequisites: PS F100X; PS F201X; PS F202 or WGS F201X; or permission of the instructor. Cross-listed with WGS F393 (3+0).

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. YES:  NO:

IF YES, check which core requirements it could be used to fulfill:  
O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES  NO

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES  
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS  
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

PS F100X; PS F201X; PS F202 or WGS F201X

These will be *required* before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**

\$0.00

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Y

If yes, give semester, year, course #, etc.:

Spring 2016 PS 393 (the course was offered but not taught)

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

I will consult with the library to ensure their holdings have materials for my students' research, no other impacts anticipated.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer ([kljensen@alaska.edu](mailto:kljensen@alaska.edu), 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

I have been in contact with both the chair of the Department of Political Science (Amy Lovecraft, [alovecraft@alaska.edu](mailto:alovecraft@alaska.edu)) and the coordinator of the Women, Gender and Sexuality Studies Program (Diana Di Stefano, [dldistefano@alaska.edu](mailto:dldistefano@alaska.edu)), who each expressed support for the offering of this class.

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This class will expand Political Science and Women, Gender and Sexuality Studies course offerings and has no obvious negative implications.

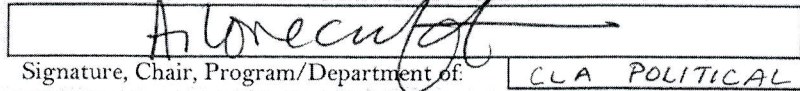
**JUSTIFICATION FOR ACTION REQUESTED**

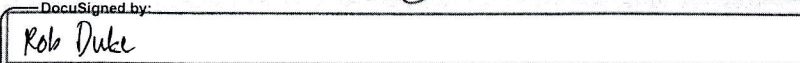
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

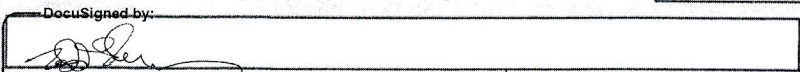
The course is justified. Dr. Rosenberg has gone and his suite of comparative courses designed around his research interests will now gradually be replaced with those of the new comparativist. This course is a comparative course that also engages women's and gender studies to examine the Global South. It is offered now as a special topics.



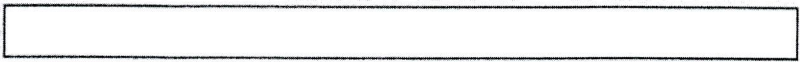
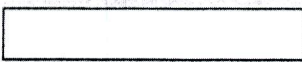
**APPROVALS:** Add additional signature lines as needed.

 Date **7 November 2016**  
Signature, Chair, Program/Department of: **CLA POLITICAL SCIENCE**

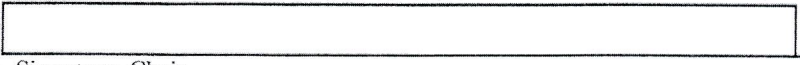
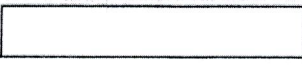
DocuSigned by:  
 Date **November 8, 2016**  
Signature, Chair, College/School Curriculum Council for: **CLA**

DocuSigned by:  
 Date **November 8, 2016**  
Signature, Dean, College/School of: **CLA**

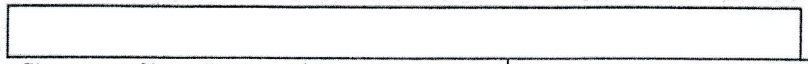
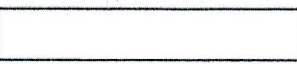
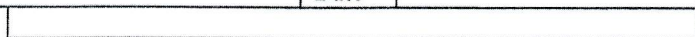
Offerings above the level of approved programs must be approved in advance by the Provost.

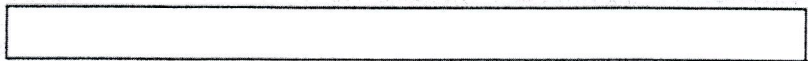


 Date   
Signature of Provost (if above level of approved programs)

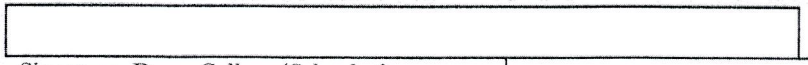
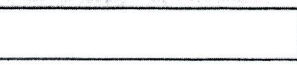

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

 Date   
Signature, Chair  
Faculty Senate Review Committee: \_\_\_ Curriculum Review \_\_\_ GAAC  
\_\_\_ Core Review \_\_\_ SADAC

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking)

 Date   
Signature, Chair, Program/Department of: 

 Date   
Signature, Chair, College/School Curriculum Council for: 

 Date   
Signature, Dean, College/School of: 

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The course is justified. Dr. Rosenberg has gone and his suite of comparative courses designed around his research interests will now gradually be replaced with those of the new comparativist. This course is a comparative course that also engages women's and gender studies to examine the Global South. It is offered now as a special topics.

**APPROVALS: Add additional signature lines as needed.**

*Alone craft* Date *9/15/2016*  
Signature, Chair, Program/Department of: *Political Science*

*[Signature]* (*wgs*) Date *9/15/16*  
Signature, Chair, College/School Curriculum Council for:

\_\_\_\_\_  
Signature, Dean, College/School of: \_\_\_\_\_ Date \_\_\_\_\_

Offerings above the level of approved programs must be approved in advance by the Provost.

\_\_\_\_\_  
Signature of Provost (if above level of approved programs) \_\_\_\_\_ Date \_\_\_\_\_

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

\_\_\_\_\_  
Signature, Chair  
Faculty Senate Review Committee:  Curriculum Review  GAAC  
 Core Review  SADAC

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

\_\_\_\_\_  
Signature, Chair, Program/Department of: *Woman, Gender & Sexuality Studies (wgs)* Date \_\_\_\_\_

\_\_\_\_\_  
Signature, Chair, College/School Curriculum Council for: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Signature, Dean, College/School of: \_\_\_\_\_ Date \_\_\_\_\_

*Diana Di Stefano (wgs)*



Jayne Harvie <jbharvie@alaska.edu>

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## Urgent: Seeking approval of crosslisting request for Trial Course PS F394 - Gender and Development in the Global South

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Diana DiStefano <dldistefano@alaska.edu>

Fri, Nov 18, 2016 at 1:46 PM

To: Jayne Harvie <jbharvie@alaska.edu>

Hi Jayne,

I signed this ages ago - or at least a version of it after talking to Jeremy extensively; it absolutely has my approval for cross-listing. I am home with the flu today so please accept this email as my signature.

- Diana Di Stefano

[Quoted text hidden]

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**Diana L. Di Stefano**  
**Associate Professor**

Department of History and Northern Studies Program

Coordinator of Women, Gender, and Sexuality Studies Program

Research Associate Museum of the North

University of Alaska-Fairbanks  
907-474-6998  
dldistefano@alaska.edu

PS393  
**Gender and Development in the Global South**  
 Department of Political Science  
 Department of Women's and Gender Studies  
 University of Alaska-Fairbanks

**SYLLABUS**

Instructor: Jeremy Speight  
 Office: 602A Gruening  
 E-mail: [jspeight@ualaska.edu](mailto:jspeight@ualaska.edu)  
 Phone: 474-6505

Spring 2016  
 Room:  
 Office Hours:

**Aims of the course:**

This course will provide an introduction for upper division undergraduate students to the politics of development and underdevelopment. It examines different theoretical perspectives explaining why some countries have been able to successfully initiate and sustain economic development while others have not. As a cross-listed class, this class will focus heavily on how scholars in development studies understand the relationship between gender and development, and how actual developmental experiences have had significant gendered effects. The first part of the class will introduce competing theoretical perspectives on development and underdevelopment. The second part will introduce a number of contemporary themes in development studies including the developmental state, foreign aid, fair trade and the relationship between violence and development. Throughout the course, we will discuss a diverse number of country-cases drawn from Africa, Asia, Latin America and the Middle East. The research paper assignment will allow students to focus in on regions and issue-areas suited to their interests. By the end of the course students should be able to:

1. Distinguish between competing theoretical approaches and assess the major strengths and weaknesses of theories regarding the politics of development and underdevelopment.
2. Understand some of the gendered implications of political and economic development.
3. Understand the diverse interactions between the political and economic spheres in developing country contexts.

**Required materials for this course:**

1. All other course materials will be made available through Blackboard (**BB**)

**Format:**

<b>Evaluation Format</b>	<b>% of Total Grade</b>	<b>Due Date</b>
Attendance/Participation	10%	N/A
Facilitation	5%	N/A
Critical Literature Review	20% (2*10%)	TBA
Peer Discussant	5%	TBA
Research Paper	35%	<b>Title and Abstract Due (5%):</b> TBA <b>Rough Draft Due (5%):</b> TBA <b>Final Paper Due (25%):</b> TBA
Final Exam	25%	TBA



*Participation.* As a seminar course students are expected to participate extensively during each class throughout the semester. This means that students are expected to complete ALL of the readings assigned each week, and be prepared to critically discuss them during class time. More generally, I see the role of the instructor in graduate-level seminars as a *facilitator*, rather than a lecturer responsible for leading discussion in class. My role will be limited to ensuring that class discussions remain focused on the questions introduced either by myself and student facilitators (see below). Given the importance of student contributions in determining the overall quality of the learning experience, **15%** of the final grade will be devoted to class participation: **10%** for general participation and **5%** for facilitation (see below). Students are required to be in class and should not miss more than TWO classes during the semester. If students miss more than two classes, they must provide a medical note and a 4 to 5 page critical summary of the readings for that week in order to make up for the lost participation grade. Failure to do so will result in a 0 for participation for the missed class.

*Facilitation.* In addition to participating each week, students are required to play a facilitating role during the semester by leading the discussion of one, some or all of the readings for any given week. Student presentation of the assigned readings should last approximately 10-15 min. and could involve a number of things. Students should be prepared to (a) BREIFLY introduce the articles and summarize their central arguments and research findings; (b) highlight what you think are the significant strengths and weaknesses of the article(s); (c) develop your own thoughts regarding the reading; (d) link the reading back to earlier class discussion and readings; and finally (e) develop a couple of questions so as to lead the discussion of the readings with the rest of the class. NOTE: THIS SHOULD NOT JUST BE A SUMMARY OF THE READINGS!!!!!! Facilitating will be worth 5% of the overall grade. Weeks and readings will be assigned during the first week of class.

*Critical Literature Review.* Graduate Students (**PS658**) must write **TWO** 4-page (1200 words) critical literature reviews. The critical literature reviews will test that students have read and understood the substantive material covered each week. Students are expected to (a) summarize the central arguments presented in the readings AND (b) provide a critical reading of them. Students that only summarize the readings will be marked down. Consider adopting one of the following strategies:

- Identify a sub-set of issues raised in the weekly assignments and subject it to closer scrutiny.
- Identify confusing or contested terms, discuss alternative interpretations, and make a case for the most reasonable or useful interpretation.
- Draw out the practical, theoretical, or even normative implications of arguments and methods.
- Identify and discuss limitations to the applicability of ideas, methods, and arguments.
- Identify gaps in arguments or methods, explain why the gap is important, and discuss ways to fill it.
- Identify parallels or tensions with material covered in previous sessions.

*Exams.* There will be one exam in this class, a final one mid-term exam to be held during the university's designated exam period. The exam will cover materials from the entire semester.

*Research Papers.* All students must write a research paper (15-17pages, 4500-5100 words). Research papers can focus on any topic approved by JS. Students are expected to submit a research paper **abstract** (to be evaluated by JS prior to the submission of their research paper). Writing an abstract is a useful exercise because it forces students to explain their research paper succinctly (in 200 words or less). The abstract will give a JS a sense of how far along the students are in preparing for and



thinking through their research paper. Abstracts should include a number of things including: (1) a working title for your paper, (2) a quick description of the substantive issue you are addressing, as well as its significance, (3) your research question, (4) the literature you are addressing, (5) your argument and finally (6), the cases you are examining in your paper. A revised version of the abstract is expected to be submitted as part of your research paper at the end of the semester. The abstract should be submitted in class (at the beginning of class) and through Blackboard.

Additionally, JS will use this information to pair up students (according to the themes of their papers), who will be asked to write a short critique of an initial version of each other's paper. The rough copy (which will be graded according to completion) is worth **5%** of your total grade. The paper critique is also worth **5%**. The goal is to provide constructive feedback that will be used to improve the overall quality of the final draft of the paper. Drafts of student research papers and critiques will be presented over the last two weeks of class.

The research paper must include at least EIGHT academic sources, but can include non-academic sources as well. Academic sources refer to peer-reviewed/scholarly articles and books published by university presses. It must be submitted in WORD or PDF format, use 12 point Times New Roman font and have margins no larger than 1.25 inches. Papers will be evaluated based on five (5) criteria:

- 1) Substantive content: comprehensive discussion of topic with good use of examples.
- 2) Analysis: accurate use of political science concepts; effective use of logical argument to establish points.
- 3) Research: use of appropriate sources, with a mix of academic and non-academic sources (see below).
- 4) Quality of composition and organization of the paper: grammar, clarity of composition, organization of the paper.
- 5) Format: adherence to the word count, limits on direct quotes, citation guidelines, and format for the page layout (e.g., font size, page numbers).

*Rules and Advice for Paper Writing:*

Limit the use of direct quotations: The research paper (and any other written assignment) must be *at least 90% in your own words*, even when you are referring to – and properly citing - other people's ideas. Demonstrate that you understand concepts and arguments by explaining them in your own words.

Late Work: Late work will be accepted but penalized. Assignments submitted after the due date will be marked down by 5% for each 24 hour period (5 pm to 5 pm) after the due date (not including weekends). Assignments will not be accepted more than *three* (3) calendar days after the due date. Both the print-out *and* the digital copy must be received by the deadline to avoid late penalties. If one version arrives on time but the other is late, half of the late penalty applies.

*\* If you experience an unusual disruption (e.g., medical, personal) that interferes with your ability to meet a deadline, please provide documentation (e.g., medical notes). Documentation of disruptions must be confirmed by departmental staff. These situations will be addressed on a case-by-case basis. \**

Word of Advice: First drafts of research papers are usually horrible (this is true even for professors and grad students writing for publication). Make an effort to finish your papers ahead of the due date. Get someone else to look at it (life-partner, mom, dad, brother, sister, whomever) before you submit it. Sometimes it is difficult to see the grammatical or logical errors you make after spending an abundance of time writing!! This will only improve the grade you receive.

Academic honesty: Academic dishonesty will not be tolerated. Academic dishonesty includes but is not limited to plagiarism, cheating on quizzes or exams, falsifying identity or academic records, and being an accessory to acts of academic dishonesty. Ignorance about what counts as plagiarism or academic dishonesty is not an acceptable excuse. ***Spot checks of written work will be conducted and other forms of suspected plagiarism or academic dishonesty will be investigated.*** Any infractions will be reported and penalized in accordance with departmental and university-wide procedures. For this class, students are required to use APA or in-text citations. Please see the citation guide available through the UAF writing centre: <http://www.uaf.edu/english/writing-center/apa-matters/>.

#### **University of Alaska-Fairbanks Statement on Academic Honesty:**

Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams or take-home exams that contribute to their grade in a course unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit [www.alaska.edu/bor/](http://www.alaska.edu/bor/).

See: [http://www.uaf.edu/catalog/current/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct)

## Class Rules:

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Grades: <https://uaf.edu/catalog/current/academics/regs1.html>

GRADE	GRADE POINTS PER CREDIT
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

**A "A"** (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.

**B "B"** (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.

**C "C"** (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

**D "D"** (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core or graduate programs.

**F "F"** indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

### *Classroom conduct*

- Arrive on time!
- No use of electronic equipment!! (Cell phones and other electronic devices should be turned off). No texting during class!!! If you are caught once texting in class, you will be warned, if you are caught again, you will be asked to leave the class.
- Do not do other things!! No reading the newspaper, books, knitting, etc...



- Be respectful of others in class (no name calling, racism, swearing, and other disrespectful language).

*E-mails.* Students are encouraged to communicate with me through e-mail. However, some rules apply. I will only respond to e-mails that address me formally. Simply, I expect any e-mail directed to me to begin with 'Hi Jeremy/Prof. Speight' or 'Hello Jeremy/Prof. Speight' or 'Dear Jeremy/Prof. Speight'. I WILL NOT respond to any e-mail where I am addressed to 'Hey', 'Yo' or where I am not addressed at all (so, instances where e-mails are not addressed to anyone in particular). So, if you send me an e-mail and I do not respond, this is probably a reason why. The other important rule to remember is that I will respond to all student e-mails within a **48** hour period. However, most of the time, I should be able to respond within 12-24 hours. What this means is that you should not send me repeated e-mails if I have not responded within 2 or 3 hours of receiving your first e-mail. This also means that if you send me a frantic e-mail the night before an exam, you may not receive a response when you would like (i.e. before an exam the next morning). Finally, I do not respond to content based e-mails. Please do not ask me to explain something over e-mail. Come to my office hours instead.

*Students with disabilities.* Students with disabilities should register with the UAF Disabilities Services and follow its procedures for obtaining assistance. If you qualify for modifications or assistance related to disabilities, the UAF Disabilities Services will inform me of your needs. I will work with you and UAF Disabilities Services to accommodate your needs appropriately and fairly.

*Changes to the syllabus.* In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. Changes to the syllabus may be made to address practical contingencies (e.g., weather related university closures, unexpected availability of relevant guest speaker), pedagogical concerns (e.g., new assignments), or other similar issues. Students are responsible for announcements made in class or posted to **Blackboard**.

## **Course Outline:**

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### **Week 1 Introduction**

#### Part I: Theoretical Perspectives on Development

### **Week 2: Modernization Theory**

Rustow, Walt W. 1959. "The Stages of Economic Growth," *Economic History Review* 12(1): 1-16.  
Huntington Samuel. 1969. *Political Order in Changing Societies*. New Haven: Yale University Press.

### **Week 3: Dependency and Marxism**

Rodney, Walter. 1972. *How Europe Underdeveloped Africa*, Washington DC: Howard University Press. 205- 238.  
Warren, Bill. 1980. *Imperialism: Pioneer of Capitalism*. London: NLB. 110-121, 125-156

### **Week 4: Post-Development/Development as Discourse**

Escobar, Arturo. 1995. *Encountering Development: The making and unmaking of the Third World*. Princeton: Princeton University Press. (pages TBA)  
Schneider, Leander. 2014. *Government as development: peasants and politicians in postcolonial Tanzania*. Bloomington: Indiana University Press. (pages TBA)

### **Week 5: Gender and 'Developmentalism'**

- Pearson, Ruth and Cecile Jackson. "Introduction: Interrogating development: feminism, gender and policy" in (eds.) Ruth Pearson and Cecile Jackson, *Feminist Visions of Development: Gender, Analysis and Policy*. London: Routledge. 1-16.
- Arora-Jonsson, Seema. 2013. *Gender, Development and Environmental Governance: Theorizing Connections*. London Routledge. Ch. 3.

## Part II: Issues in Development and Underdevelopment

### **Week 6: Gender and Development**

Boserup, Ester. 1970. *Women's Role in Economic Development*. New York: St. Martin's Press. (pages TBA)

### **Week 7: The Developmental State: Theoretical Perspectives**

Chang, Ha-Joon. 2003. *Kicking Away the Ladder: Development Strategy in Historical Perspective*. London. Anthem Press. 13-121.

### **Week 8: The Developmental State: Comparative Perspectives**

- Kohli, Atul. 1994. "Where do high growth political economies come from? The Japanese lineage of Korea's 'developmental state.'" *World Development* 22(9):1269-1293.
- Boone, Catherine. 1994. "States and ruling classes in post-colonial Africa: the enduring contradictions of power," in *State power and social forces: domination and transformation in the Third World*. Edited by Joel S. Migdal, Atul Kohli and Vivienne Shue. Cambridge: Cambridge University Press. 108-140.

### **Week 9: Trade and Fair Trade**

- Fridell, Gavin. 2007. *Fair trade coffee: The prospects and pitfalls of market-driven social justice*. Toronto: University of Toronto Press. (pages TBA)
- Bassett, Thomas J. 2010. "Slim pickings: Fairtrade cotton in West Africa." *Geoforum*, 41(1): 44-55.

### **Week 10: Aid**

- Moyo, Dambisa. 2009. *Dead Aid: Why Aid is Not Working and How There is Another Way for Africa*. New York: Farrar, Straus and Giroux. 29-68.
- Elgström, Ole. 2000. "Norm negotiations. The construction of new norms regarding gender and development in EU foreign aid policy." *Journal of European Public Policy* 7(3): 457-476.

### **Week 11: Violence and Development**

- Cramer, Christopher. 2006. *Civil war is not a stupid thing: accounting for violence in developing countries*. London: Hurst & Co. 199-244.
- Baaz, Maria E and Maria Stern. 2009. "Why do soldiers rape? Masculinity, violence, and sexuality in the armed forces in the Congo (DRC)." *International Studies Quarterly* 53(2): 495-518.

### **Week 12: Whither the 'Developing World'?**

- Donno, Daniela and Nita Rudra. 2014. "To Fear or Not to Fear? BRICs and the Developing World." *International Studies Review* 16(3): 447-452.
- Sharma, Ruchir. 2012. "Broken BRICs." *Foreign Affairs* 91(6): 2-7.

### **Week 13: Student Presentations**

### **Week 14: Student Presentations**