

**The University of British Columbia**  
**POLITICAL SCIENCE POLI 328C 001/ ASTU 400N 001**  
**“Development” from the “Developing World”**  
**Winter 2017-2018**

Department: Political Science / Interdisciplinary  
Student Facilitators: Chris Coulson and Rohina Dass  
Faculty Advisor: Dr. Jenny Peterson (Department of Political Science)

Course Schedule: T Th 1:00 - 2:30 pm

Location: MATH 204

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This syllabus will be constantly updated for which you can check the link below.

[https://docs.google.com/document/d/1x1AeoqfjMbBCZXEkJhjRc\\_l44OPjwCmlKS39DGA7HM/edit?usp=sharing](https://docs.google.com/document/d/1x1AeoqfjMbBCZXEkJhjRc_l44OPjwCmlKS39DGA7HM/edit?usp=sharing)

### **Acknowledgement**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. Through this acknowledgement, we want to set the tone and situate ourselves within our privilege of a western and often colonial view-point. This is so that we can embrace critique in our discussion and be conscious and vocal of *how* we think about these issues while we express *what* we think.

### **Course Description**

This student directed seminar<sup>1</sup> situates the implementation and application of development theories and practice in the Global South (GS), focusing on development *for* and *from within* the GS. We analyze national and international development cooperation, looking more closely at various alternative theories that influence it, the parameters that are considered 'successful' and how those are affected by various lenses, countries and ideas. We do this by broadening our research by including a variety of non-Western sources in an attempt to decolonize our research framework.

Topics to be considered:

- Interstate development cooperation,

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<sup>1</sup> A student directed seminar is a comprehensive course that involves student decision making in most aspects of learning. This includes development of reading lists, curriculum schedules, grading rubrics and providing feedback, culminating in guiding the flow of learning.

- Public-private partnerships,
- Regional trading blocs such as BRICS,
- Development agencies and banks in the GS,
- Community-level impacts

Through the writing and presentation of a Development Project Proposal (DPP), you can expect to gain a solid grasp on how to analyze the implementation of development goals and their impact. In addition as a seminarian in a student directed seminar, you have an active role in the facilitation of both academic and pedagogical components.

## **Academic and Skill Development Goals**

- Analysis of GS development and cooperation in terms of international development theories and models
- Build alternative notions to understand South - South development as a framework
- Gain peer-review and project proposal appraisal skills (facilitation and moderation / feedback / evaluation)
- Design a development project policy with given parameters resulting in experience with policy research and writing, presentations and impact assessments

## **Learning Objectives**

**by April 2018 you will be able to**

- *Understand* and *analyze* theories of international development (modernization, dependency, Marxism, sustainable, etc.)
- *Explain* the idiosyncrasy of international development in the Global South when conducted by Global South actors
- *Situate* development project outlines within implicit development theories and models and *critique* development goals/incentives
- *Conduct* research collating a variety of sources to *appraise* and *communicate* development needs, possible plans to address them, and limitations for implementation
- *Create* development effectiveness indicators and measurement tools for intra - Global South development projects
- *Design* evaluation rubrics for collaboration and cooperation, within their development project proposal, understanding of international relations, and class engagement

## **Prerequisites**

Enrolment is restricted to students in year 3 and above. While there is no faculty or required prerequisites we recommend having a basic understanding of basic political theories (~POLI 100) and some understanding of what development consists of.

## Themes / Modules

In the first 3 weeks we delve into theoretical understandings of classical development to understand the foundation that Global South development cooperation has come out of. The following weeks 4-8 is when we grasp an understanding of the stakeholders and critique their incentives and work thus far. Week 8-11 is spent on impact analysis tools that will help guide a deeper and practical understanding of what project implementation incorporates and how that can tie the theoretical and empirical study of previous weeks to the design process of students' Development Project Proposal (DPP).

### **Situating ourselves in Development: Theories on development structure and implementation in the Global South**

- Defining development as a trajectory with an agenda. Where are we trying to get to?
- An overview of classical and modern theories of international development
- Measuring, evaluating, and assessing process and impacts
- Major critiques of North - South development practice
- Emergence of South - South development as a creation of new development ideals

### **Situating ourselves in the Global South**

- Who are the development agents (Countries, IOs, Banks)
- How are they collaborating, cooperating, and coordinating (or not)
- What are their incentives (theory)

### **Impact analysis and alternative theory development**

- Analyzing stakeholders (dynamic)
- Developing new paradigms for impact assessment of South-South development
- Internalizing / taking responsibility for externalities (measurement)
  - Who/what is indirectly impacted and how do we account for them/that
  - How are the beneficiaries integrated within consultation and implementation
- Cost/benefit analysis (measurement)
  - How do you determine value / sources of data (qualitative/quantitative)

### **Pitching your development project proposal**

- Communicating your goals, method, and validity
- Critiquing development project proposals with the knowledge developed through the course
- Applying and integrating feedback

## Course Assignments, Due Dates, and Grading

Content	Weight (all % comprise the final grade)	Grading Basis	Rubric	Due Date
Weekly question for discussion	10%	One for each week, based on completion  Please submit at this link: <a href="https://goo.gl/forms/0Vow9exs3dgAeMzB2">https://goo.gl/forms/0Vow9exs3dgAeMzB2</a>	Seminarians will have already determined the quality of questions expected in the first week	Every Monday 12:00 pm
Presentation on Concentration Country	15%	Based on content	Seminarians will select a concentration country from the Global South for their presentation, blog and DPP in the first week of class.  Seminarians will determine the grading rubric in the week 1 and will be marking their peers. The average of the peers' marks will be the final grade. Collective feedback will be provided after the presentation, with anonymous feedback.	Based on sign up sheet presented in week 1
Research Blog	30%	Based on completion. Will be checked by facilitators	20% for completion of blog posts according to the rubric requirement  2 x 5% = 10% for constructive comment provided in each time block (week 4-6) and (week 7-10).	Friday of Week 4 and Week 7 By 11:00 pm / 23:00 pm
Development Project Proposal	45%	Based on presentations': <ul style="list-style-type: none"> <li>- Content</li> <li>- Clear structure and delivery</li> <li>- Ability to answer key</li> </ul>	5%: DPP elevator pitch presentation outlining the collaboration between two concentration countries, stakeholders, and project goals.  20%: DPP presentation which	Week 12 and Week 13  Written Proposal is due on the

		<ul style="list-style-type: none"> <li>- questions</li> <li>- Outlines networks and dynamics between stakeholders</li> </ul> <p>Based on written proposals’:</p> <ul style="list-style-type: none"> <li>- Summarization capacity</li> <li>- Addressing of peers comments</li> <li>- Incorporation of course themes and background knowledge</li> </ul>	<p>will be a pecha kucha style presentation on the details of the proposal. Rubric will be developed by facilitators and the faculty sponsor and consented to by seminarians two weeks before presentations.</p> <p>20%: 4-5 page written proposal with an attached budget schedule (not included in the page count). Rubric will be determined in the week we discuss project development and success determinants.</p>	<p>last day of class via email.</p>
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## Grading

Seminarians will collaboratively design grading rubrics that clearly state what level of discussion and quality of writing and presentation will be necessary to do well in the course and engage with the material critically in week 1. Our Faculty Sponsor will ensure our rubrics meet a sufficient academic standards.

- Level of quality for weekly questions and blog posts
- Rubric for weekly presentation on CC
- Rubric for the elevator pitch of the DPP
- Rubric for written DPP
- Rubric for presentation DPP

Seminarians will also be responsible for grading their peers based on the rubrics we develop in class. We will be expected to uphold a significant and fair level of assessment of academic achievement. Rubrics will be designed to reflect the learning outcomes and needs of the seminarians. Different methods of student grading will be established for each assignment:

### *Presentation on Concentration Country:*

- Three students will be assigned via random name generator to grade these presentations.
- Graders will be anonymous, and assigned prior to the presentation. They will enter grades and feedback onto UBC Connect
- Feedback is critical to the development of the DPP presentation.

- Grades will be due at the end of the day (11:59 pm).
- In order to ensure adequate feedback for everyone seminarians will be trusted with taking notes on presentations and what they have learned from them regardless of whether or not they are grading.

*Development Project Proposal (DPP) Elevator Pitch and Presentation*

- Two students will be assigned grading for these and will be identified prior to the elevator pitch
- Their responsibility will be to reflect the comments and concerns of the entire seminar emulating a 'real-world' assessment of project proposals.
- This reflection will be based on the question and answer period after each presentation.
- Grading will be based on the previously designed rubric, and due within 48 hours.

## **Working Reading List**

This is a preliminary skeleton of readings that we have developed along with our Faculty Sponsor. It will be added to as new readings that appear to be more relevant to the topic arise. This allows for seminarians to contribute to the material.

### **Week 1: Overview and setting standards for participation and grading**

### **Week 2: Development as a trajectory and North-South Development Practice Critique**

Arturo Escobar: Encountering Development

- CHAPTER 1: Introduction: Development and the Anthropology of Modernity (pg 4-12) (8 pages)

Verschaeve, Joren, and Orbie, Jan, "The DAC is Dead, Long Live the DCF? A Comparative Analysis of the OECD Development Assistance Committee and the UN Development Cooperation Forum, 2016, (571-583) (12 pages)

### **Week 3: Emergence of South - South Development**

"Background Study for the Development Cooperation Forum: Trends in South-South and triangular development cooperation", 2008. Sections 2, 3, 4 (12 pages).

"Poverty in Focus - South-South Cooperation", Roy, Rathin, and Andrade, Melissa, 2010 (3 - 25) (20 pages) (sections not necessary to read: "Challenges Confronting South-South Trade")

Bry, Sandra H, "The Evolution of South-South Development Cooperation: Guiding Principles and Approaches," 2016 (11 pages)

*Case Study Readings:*

Hogwe, Fortune, and Banda, Handson, "The nature of China's role in development of Africa: the case of Zimbabwe", 2017 (237-247) (10 pages)

**Week 4: Development Agents - States**

*Required Readings:*

Sosale, Sujatha, and Cantrell Rosas-Moreno, Tania, "Framing cooperation among regional economic powers: The South in global spheres of influence.", 2016, (17)

Overseas Development Institute, Briefing Paper, "Brazil: an emerging aid player", 2010, (4)

*Selected Case Study Readings: (Selected in class)*

Tilak, Jandhyala, "South-South Cooperation: India's programme of development assistance – nature, size and functioning", 2013, (16)

Burges, Sean W, "Building a global southern coalition: the competing approaches of Brazil's Lula and Venezuela's Chávez," 2007 (15)

Muggah, Robert, and Hamann, Eduarda Passarelli, "Brazil's Generous Diplomacy: Friendly Dragon or Paper Tiger" (10)

Sidiropoulos, Elizabeth, "Emerging 'Donor', Geopolitical Actor: South Africa in the Global Terrain", 2012 (15)

**Week 5: Development Agents - International Organizations, Regional Organizations and Multilateralism**

*Required*

NEPAD, "Blueprint for an integrated approach to implement agenda 2063", Chapter 1 and 2, pages 1 - 23 (23)

Charles Konan Banny, "The Role of Regional Institutions in Achieving NEPAD's Goals", in *The New Partnership for Africa's Development: macroeconomics, institutions, and poverty*, 2004 (5)

Abdoulaye Bio-Tchane, "What the IMF Can Do to Support NEPAD", in *The New Partnership for Africa's Development: macroeconomics, institutions, and poverty*, 2004 (6)

OFID's Grants Program: A Crucial Tool For Development, "Palestine Program" (4)

*Optional*

Carola Betzold, Paula Castro, & Florian Weiler, "AOSIS in the UNFCCC negotiations: from unity to fragmentation?"

**Week 6: Development Agents - Development Banks**

*Mandatory Readings*

Wenxing, Cui, "Comparison Between North-South Aid and South-South Cooperation: Based on the Analysis of the New Development Finance Institutions," 2016 (7 pages)

Hurd, Ian, "The International Monetary Fund and the World Bank," 2011. 66-96 (30 pages)

*Cursory Exploratory Documents and Sites: (Everyone) (Not Optional)*

<https://www.aiib.org/en/policies-strategies/strategies/index.html#goals>

New Development Bank Annual Report 2016 "Towards a Greener Tomorrow," 2016 Page 6 - 43  
(It is mostly pictures)

*Case Study Readings*

*Divided Readings:*

Hernandez, Diego; Vadlamannati, Krishna Chaitanya, "Politics of religiously motivated lending: An empirical analysis of aid allocation by the Islamic Development Bank", 2016 (20)

Shelepov, A "Comparative Prospects of the New Development Bank and Asian Infrastructure Investment Bank", 2016 (17)

**Week 7: Development Agents - International and Local NGOs & Areas of Collaboration**

Find a local NGO in your CC, that works in the area of your interest and read up on that NGO. At the same time find a document or research article about the operations of similar NGOs in CC or region.

*Mandatory:*

An Evaluation of the Aga Khan Rural Support Program, Pakistan (Section 3 and 5)

Defne Jones, Navruz Nektakhtshoev and Dina Spechler, "Collective Action for Rural Village Development", 2016 (6)

Istanbul Principles of Effective Development



*Divided Up:*

An Evaluation of the Aga Khan Rural Support Program, Pakistan (Section 4 sub-part 1, 2, 3, and 4)

Appel, Susan, "Directions in a Post-aid World? South-South Development Cooperation and CSOs in Latin America," 2017 (20)

## **Week 8: Analyzing Stakeholders & Developing new paradigms for development planning in South-South Development**

*By Tuesday*

Ferguson, James, "The anti-politics machine: "development," depoliticization, and bureaucratic power in Lesotho", 1990 (36)

African Peer Review Mechanism, "CHAPTER ONE: THE AFRICAN PEER REVIEW MECHANISM AND ITS IMPLEMENTATION IN LESOTHO" pages 18-29 (11 pages)

*By Thursday*

UNDP PME Handbook Sections: (10 pages total)

1.2 Putting planning, monitoring and evaluation together: Results-based management

2.2 Stakeholder Engagement

3.4 Engagement of stakeholders in monitoring and evaluation

"Boosting South-South Cooperation in the Context of Aid Effectiveness", 2010 pg 7-12 (6 pages)

### **Optional tool to assist you in developing community consultation section:**

Arnstein, S. R. (1969). A Ladder Of Citizen Participation. Journal of the American Institute of Planners, 35(4), 216-224.

<http://www.citizenshandbook.org/arnsteinsladder.html>

## **Week 9: Determining Value for Results & Cost Benefit Analysis - Goal Setting**

UNDP PME Handbook Sections: 7 (7.1-7.5) (10)

Jean Huger et al. "Conceptualizing the Effectiveness of Sustainability Assessment in Development Cooperation," 2015 (18)

Guardian Podcast on Global Development

<https://www.theguardian.com/global-development/audio/2013/sep/25/global-development-podcast-2015-goals>

Freakonomics Radio on Sustainable Development Goals Value

<http://freakonomics.com/podcast/fixing-the-world-bang-for-the-buck-edition-a-freakonomics-radio-rebroadcast/>

### **Week 10: Cost Benefit Analysis Tools - Focusing on Beneficiaries and 'Externalities', Impact Assessment**

Gudyas, Eduardo. "Buen Vivir: Today's tomorrow," pages 441-447 (6)

Cost - Benefit Analysis in World Bank Projects, pages 1-31 (30)

### **Week 11: Developing new paradigms for impact assessment of South-South development**

Vanclay, Frank "International Principles For Social Impact Assessment" page 5 - 11 (8)

### **Week 12: Presentations and Grading**

### **Week 13: Presentations and Grading**

## **Formal Academic Policy**

#### Attendance:

The UBC Calendar states that regular attendance is expected of students in all their classes. Student directed seminars **rely on student participation** making attendance mandatory to ensure learning. Students who are **unavoidably absent** because of illness or disability should speak to the coordinators so they can assist the student in making up for the class lost.

#### Accommodations:

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let the SDS coordinators know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments cannot assume they will be accommodated, and should discuss their commitments with the coordinators before the drop date.

#### Late assignments:

Deadline extensions will only be granted in cases of severe illness or exceptional circumstances. In most cases, they require a written document, either from Arts Advising or from a doctor. Unexcused late assignments will be penalized 3 points per 24-hour period, starting from the end of the

submission deadline. Assignments that are more than ten days late will not be accepted without appropriate documentation.

#### Arts Advising:

If you encounter medical, emotional, or personal problems that affect your attendance and/or academic performance during your time in this course, please notify the Faculty of Arts Academic Advising Office (Buchanan D111, 604-822-4028). This is a fully confidential service that can offer you support. Should your circumstances require it, Arts Advising can also send letters requesting accommodations for you to some or all of your instructors without revealing the specific nature of your situation and/or grant you a “Standing Deferred” status. If you are having difficulties with Arts Advising, please do not hesitate to reach out to the coordinators or the ombudsman.

#### Mental Wellness

School is a difficult, stressful and oftentimes overwhelming experience. Mental health and wellness can fluctuate from day to day, and longer term mental illnesses are normal. If you are experiencing hardship in any way, please know that this class, the co-facilitators and all participants are here to support you. We understand the difficulties inherent in mental health and are here to support you through it. If you require assistance in any way, please do not hesitate to contact the co-facilitators, or contact Arts Advising should you require concession.

#### Re-grades:

The standards for grading and the rubric is designed in a democratic consultation at the start of the course approved by the faculty sponsor. There are community guidelines to how seminarians will be grading their peers which leaves **little room for re-grading**. We have tried to ensure that the design of assignment grading is as transparent and conducive to learning as possible.

#### Disabilities:

The University accommodates students with disabilities who have registered with the Disability Resource Centre. Please let the coordinators know if this applies to you and we will try our very best to make the experience accommodative.

#### Copies of Written Work:

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing.

#### Plagiarism:

Plagiarism and academic dishonesty are very serious issues in any academic environment. Plagiarism carries a minimum penalty of a “0” for the paper. Further punitive action is also possible and can include a note of academic misconduct on the student’s record and/or expulsion from the

university. More information on avoiding plagiarism is available at <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>