

## ***International Development: Global Issues, Powers & Players Fall 2020 Course Syllabus – WYP1615H***



### ***Wycliffe College, Toronto School of Theology***

This description is intended to support the course selection process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of this description are subject to change before the course begins. The final course syllabus will be available to registered students at the beginning of the course.

(Revision: June, 2020)

**This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.**

**Class attendance and participation in remote or synchronous online learning classes.** The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class.

Please see information at <https://wycliffecollege.ca/remoteteaching>

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you will need to purchase a webcam (webcams come with built in microphone).

**Notice of video recording and sharing (Download and re-use prohibited)**

*Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.*

### **I. Course Details**

**Instructor:** David Kupp  
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E-mail: [david.kupp@utoronto.ca](mailto:david.kupp@utoronto.ca)  
Skype: daviddkupp

**Office Hours:** By appointment (Skype or phone during Fall, 2020)

**Campus:** Remote, via synchronous Zoom and asynchronous Quercus

**Synchronous Classroom Sessions:** 2:00-4:00pm Thursdays during Fall term, 2020.

- First class: 17<sup>th</sup> September, 2020
- Reading week: 26-30<sup>th</sup> October
- Last class: 10<sup>th</sup> December
- Exam week: 14-18<sup>th</sup> December (final course deadline 17<sup>th</sup> December)

## II. Course Summary

This course provides an overview and introduction to the global issues, powers and players at the heart of international development. As an overview to the macro features, challenges and practices of the world of humanitarian and development aid, the course helps students build a platform for understanding the field's numerous dimensions and complexity. History, worldviews, approaches and actors are explored across the international development spectrum, as are the patterns and lenses of several Christian perspectives. Understanding is built around the nature and dynamics of poverty and power, and their relationships to the spectrum of development approaches and practices, along with the roles of international agencies, governments, and civil society players in working with the marginalized and vulnerable. Students engage in the sectoral, technical and thematic challenges faced by development organizations in a range of settings.

Key features of the course include:

- Overview of the world of development research and studies
- Worldviews, meanings and values in international development
- Reviewing the history of contemporary international development
- The Sustainable Development Goals (SDGs)
- The macro state of human development: UNDP HDR, World Bank Development Report
- Poverty, inequality, development – definitions, causes, perspectives
- Ecology and sustainability, and the crisis of climate change
- Human migration and the refugee crisis
- Understanding the development spectrum: theories and practices
- Mainstream, alternative, biblical approaches
- Global, state, private and civil society actors
- Multilateral actors: UN Conventions, CRC, IFIs-SAPs, debt

## III. Learning Outcomes

By the end of the course, students will be able to:

1. Demonstrate knowledge of the main theories, actors, approaches and issues in poverty and international development studies.
2. Assess, analyse and facilitate classroom exercises on international development's historical, political, economic, environmental and social opportunities, challenges and tensions, using SDGs, problem scenarios and case studies.
3. Demonstrate awareness of a range of technical sectors and themes which cross-cut development contexts and settings.
4. Appreciate the personal and organizational knowledge and competencies required for effective engagement in poverty and development programming by development organizations and workers.
5. Identify, research, produce and communicate an evidence-based investigative paper on a chosen research question in the field of international development.

***The course is built around a range of adult and community learning methodologies:*** interactive discussions, individual and small group exercises, problem scenarios, simulations, research, multi-media, mini-projects, readings. ***Special note:*** in light of COVID-19, the regular

practices of classroom participation, external events, site visits, visiting experts, will be substantially altered and adapted.

#### IV. Requirements and Evaluation

1) Facilitation of readings	15%
2) Development dilemma	20%
3) SDGs analysis & presentation	25%
4) Term project:	40%
• annotated bibliography	(NG)
• proposal + bibliography	( 5%)
• final paper	(35%)

Due date	Assignments #1 – #4
Each synchronous Zoom classroom session: readings	1a. Each student reads assigned weekly readings prior to Zoom session, and engages reading questions. 1b. Each student will facilitate one brief Zoom classroom session on the weekly readings.
TBD	2. Presentations on development dilemmas.
Friday, 30 <sup>th</sup> October	4a. Draft annotated bibliography for final term topic and research question
Thursday, 5 <sup>th</sup> November	3. Student presentations and submissions on SDGs.
Thursday, 12 <sup>th</sup> November	4b. 1-page proposal for final term project, with revised bibliography
Thursday, 17 <sup>th</sup> December	4c. Final term paper due

Further details for each assignment will be posted on Quercus and discussed in class.

#### V. Required Texts - list of weekly readings will be posted

Weekly readings will be posted from these required course textbooks. Required reading assignments will also be identified and posted on the course website as .pdf files or as links to be downloaded from the library and other online sources. Some revisions of the reading requirements may take place during term, to match agreed classroom and course adjustments.

##### Required textbooks:

Myers, Bryant. *Walking with the Poor: Principles and Practices of Transformational Development*. Revised and expanded edition. Maryknoll: Orbis, 2011.

**NOTE: one additional required textbook will be finalized.**

#### VI. Bibliography

Bonk, Jonathan J. *Missions and Money*. Maryknoll, 1991.

Bouma-Prediger, Steven. *For the Beauty of the Earth: A Christian Vision for Creation Care*.

- Baker, 2003.
- Buston, Oliver and Kerry Smith. *Global Humanitarian Assistance Report 2013*. Development Initiatives, 2013. <http://www.globalhumanitarianassistance.org/wp-content/uploads/2013/07/GHA-Report-2013.pdf>
- Chambers, Robert. *Whose Reality Counts? Putting the Last First*. Intermediate Technology Publications, 1997.
- . *Ideas for Development*. Earthscan, 2005.
- . *Revolutions in Development Inquiry*. Earthscan, 2008.
- Christian, Jayakumar. *God of the Empty-Handed: Poverty, Power and the Kingdom of God*. Revised edition. Acorn Press, 2011. E-book available from Amazon.
- Daley-Harris, Sam (ed.). *Pathways out of Poverty: Innovations in Microfinance for the Poorest Families*. Kumarian Press, 2002.
- Davis, Mike. *Planet of Slums*. Verso, 2006.
- de Soto, Hernando. *The Mystery of Capital*. Perseus Books Group, 2003.
- Desai, Vandana and Robert Potter, eds. *The Companion to Development Studies: Second Edition*. London: Hodder, 2008.
- Douglas, Ian T., and Kwok Pui-lan. *Beyond Colonial Anglicanism: the Anglican Communion in the Twenty-First Century*. Church Publishing, 2003.
- Freire, Paulo. *Pedagogy of the Oppressed*. Continuum, 2000.
- Friedmann, John. *Empowerment: The Politics of Alternative Development*. Blackwell, 1992.
- Hanson Bourke, Dale. *The Skeptic's Guide to Global Poverty: Tough Questions, Direct Answers*. STL Distribution North America, 2007.
- Helmore, Kristen and Naresh Singh. *Sustainable Livelihoods: Building on the Wealth of the Poor*. Kumarian Press, 2001.
- Hiebert, Paul. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Baker Academic, 2008.
- Hoksbergen, Roland. *Serving God Globally: Finding Your Place in International Development*. Baker, 2012.
- Jacobs, Jane. *Cities and the Wealth of Nations: Principles of Economic Life*. Vintage Books, 1985.
- Kingsbury, Damien, John McKay, Janet Hunt, Mark McGillivray, and Matthew Clarke. *International Development: Issues and Challenges*. New York: Palgrave Macmillan, 2008.
- Laws, Sophie, Caroline Harper and Rachel Marcus. *Research for Development: A Practical Guide*. Sage, 2003.
- Lewis, Stephen. *Race against Time*. Anansi: CBC Massey Lectures Series, 2006.
- Myers, Ched. *Say to This Mountain: Mark's Story of Discipleship*. Orbis, 1996.
- Moyo, Dambisa. *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. Farrar, Straus and Giroux, 2009.
- Narayan, Deepa, et al. *Voices of the Poor: Crying Out for Change*. Oxford University Press, 2000. (especially Chapters 1-2.)

- Orbinski, James. *An Imperfect Offering: Humanitarian Action in the Twenty-First Century*. Anchor Canada, 2009.
- Pope John Paul II, [Centesimus Annus](#), Vatican website.
- Pope Paul VI, [Populorum Progressio](#). Vatican website.
- Rennick, Joanne Benham. "Is Religion a Force for Good? Reformulating the Discourse on Religion and International Development." *Canadian Journal of Development Studies* 34(2, 2013): 175-188.
- Sachs, Jeffrey. *Common Wealth: Economics for a Crowded Planet*. Penguin, 2008.
- Sachs, Jeffrey. *The End of Poverty*. Penguin Press, 2006.
- Sen, Amartya. *Development as Freedom*. Knopf, 1999.
- Slimbach, Richard. *Becoming World Wise: A Guide to Global Learning*. Sterling, VA: Stylus, 2010.
- Slimbach, Richard. *Transcultural Journeys: Anthropology for Everyday Life*. Monrovia, CA: World Wise Books, 2011.
- Slimbach, Richard. *The Art of World Learning: Community Engagement for a Sustainable Planet*. Sterling, VA: Stylus, 2020.
- Smith, Stephen C. *Ending Global Poverty: A Guide to What Works*. New York: Palgrave, 2005.
- Tufts University. "Ambiguity and Change: Humanitarian NGOs Prepare for the Future." Boston, MA: Feinstein International Famine Centre, Tufts University, 2004. Downloadable from <https://wikis.uit.tufts.edu/confluence/download/attachments/14553441/Ambiguity+and+Change--Humanitarian+NGOs+Prepare+for+the+Future.pdf?version=1> .
- UNDP. *2014 Human Development Report. Sustaining Human Progress: Reducing Vulnerability and Building Resilience*. United Nations Development Program, 2014. <http://hdr.undp.org/en/2014-report/download>
- Williams, Rowan. "[New Perspectives on Faith and Development.](#)" The RSA website, URL: <http://www.thersa.org/events/vision/vision-videos/dr-rowan-williams-new-perspectives-on-faith-and-development>.
- Wingate, Andrew, Kevin Ward, Carrie Pemberton, Wilson Sitshebo (eds). *Anglicanism: A Global Communion*. Church Publishing, 1998.
- World Bank. *Atlas of Sustainable Development Goals 2017: From World Development Indicators*. Interactive website here: <http://datatopics.worldbank.org/sdgoalatlas/> Pdf available here: <https://openknowledge.worldbank.org/handle/10986/26306>
- World Bank. *World Development Report 2014: Risk and Opportunity*. International Bank for Reconstruction and Development and The World Bank, 2013. <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTNWDR2013/0,,contentMDK:23330018~pagePK:8258258~piPK:8258412~theSitePK:8258025,00.html>
- Yoder, Richard, Calvin Redekop and Vernon Jantzi, eds. *Development to a different drummer: Anabaptist/Mennonite experiences and perspectives*. PA: Good Books, 2004.

## **Course Website(s)**

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- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- Personal Website <http://individual.utoronto.ca/name>

## **Late Assignments and Grading**

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Students are expected to complete individual assignments by their due dates, and all course work by the final deadline of 17<sup>th</sup> December, 2020. One percentage point per day will be deducted from the course grade if an extension has not been approved before the stated deadline.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the final deadline scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or TST and Wycliffe College's grading policy.

## **TST Grading System - Basic Degree Students**

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1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good

73-76 (B) Good  
 70-72 (B-) Acceptable  
 0-69 (FZ) Failure

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
<b>A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.</b>				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
<b>B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.</b>				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post- baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

### ***Integrity, Content, Format***

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***New readings.*** The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

**New work.** The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

**Written assignments will follow the style and format guidelines** provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style*, 15th edition, and its student version, Turabian's *Manual for Writers*, 7th edition). See <http://www.writing.utoronto.ca/advice/using-sources/documentation>. See the “Quick Guide” to this style at [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html). Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

**Terms relating to sex and gender** will follow the TST writing guidelines. See chapter 14 “Elimination of Stereotyping in Written Communication” in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the “fair and representative depiction of people with disabilities.” See also the guidelines for unbiased language on the University website (go to <http://www.writing.utoronto.ca/advice> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

## **Policies**

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges [http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters*  
<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.