

NIPISSING UNIVERSITY
Department of Social Welfare and Social Development

SWLF 4006
Social Development
Fall 2016

Prerequisites: Restricted to students in the third or fourth year of an Honours program in Social Welfare and Social Development.

When: Wednesday, 12:30 p.m. to 3:20 p.m.

Where: Lecture room A255

Course Director: Manuel Litalien

Office: A319

Office Hours: Wednesday, 3:30 p.m. to 5:30 p.m., Friday, 1:00 p.m. to 2:00 p.m., (or by appointment)

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Course Description:

This seminar aims to examine theories of social development and their impacts globally and locally. It looks at how different approaches have been formulated to reduce poverty, to meet peoples' basic needs, and to eliminate inequality in all societies. The course is organized to critically reflect on theories of development in a contemporary context with readings selected for students to better comprehend systemic, institutional and structural constraints on social development. The readings reflect on hidden values behind neutral approaches to development. The course equips students with tools to provide their communities with anti-oppressive approaches.

The course examines topics such as social exclusion, social justice, basic needs, human rights, gender equality, cultural diversity, peace and security, sustainable development, "good" governance, freedom and self-determination. It underlines the growing democratic development worldwide, while providing an understanding of the social actors behind the promotion of a better life for everyone (NGOs, social movements, IGOs, Faith-based organizations, political parties, etc.).

This is a fourth-year undergraduate seminar. It is geared towards providing students with a solid understanding of leading theories of economic development (classical, sociological, Marxist, poststructuralist, and feminist, among others). The class requires students to keep current with assigned reading material to participate in class discussions. Students are required to come to class prepared with questions and comments on the readings. Each class, the professor will begin by facilitating a summarization of the week's readings. Students will be asked to express ideas based on the overarching themes of discussion, the author's dependent and independent variables,

and views on the three central arguments posed by the authors studied. A brief introduction to epistemology will assist students in their enhancement of critical reading skills. Questions, such as those considering the nature and sources of knowledge, found in the required readings on social development, will be addressed every class.

Learning expectations (that which students will do and I will measure):

Upon successful completion of this course, the student will have the knowledge and skills to:

- 1) Understand various fundamental approaches, worldviews and theories of social development.
- 2) Apply these theories while studying and conducting research on social development (nationally and internationally)
- 3) Acquire skill in reading, synthesizing scientific texts, formulating research design and conceiving operational definitions.
- 4) Develop critical thinking on complex issues, as well as questioning assumptions promoted in the literature on social development.
- 5) Identify major implications of social development programs and ideologies to political dynamics locally and internationally.
- 6) Achieve research proficiency, engage with a literature review, provide a stepping-stone to graduate studies and secure the tools to engage with scientific writing.
- 7) Advance a sense of citizen empowerment: positive vision of community, aware of notion of social justice, respect of environmental issues, capable of community building, knowledgeable on how to deconstruct power issues faced by communities worldwide.
- 8) Build a sense of community development, the ability to change society and address broader critical issues of social development.

Course Policy:

Restricted to students in the third or fourth year of an Honours program in Social Welfare and Social Development. Please contact me through email if you are concerned that you may not meet these requirements: manuell@nipissingu.ca.

Course Requirements:

This is a reading-intensive class; however, no more than 65 pages of reading will be assigned per week. Students are expected to have read all assigned material prior to the beginning of each class in order to engage in discussions with the professor and colleagues.

Participation is worth **20%** of the overall grade in this course. Students will learn how to select areas of the week's readings that they wish to pursue in more detail, and will engage in constructive discussion with everyone based on these focused areas.

Six theoretical tests addressing content referred to in weekly readings will be distributed throughout the semester **at the beginning of class in random weeks**. Each test will ask for recall of pertinent content theory from an article in a given week; additional commentary on personal reflections based on the reading is also encouraged. Please be assured that your grade will not suffer if you do not demonstrate a *thorough* understanding of the content discussed in a given article; the purpose of these evaluations is to ensure that you keep up-to-date with our course readings, to prepare you for the class discussions that comprise the majority of the course.

Each test is worth **two percent**, for a cumulative worth of **ten percent of your final grade**. The five tests that you receive the highest scores on will apply to your evaluation (that is to say, your lowest test score will be dropped from your grade).

Participation also consists of the following:

- 1) consistent, active responses to the class discussions, based on critical thought developed from the weekly readings.
- 2) routine attendance with minimal absence.
- 3) exploration of theories in application to Social Development issues.

The *reflective essay* assignment requires students to choose one concept studied during the semester, and to expand on that topic in their written submissions. There will be one reflective essay worth **30%** of the final grade. It is mandatory that the topics chosen for the essays are not yet discussed in class, to ensure that the student demonstrates independent thinking about the given topic. The essays must have a clear hypothesis, with three main arguments to support. Each submission will exhibit thorough engagement with the topic being discussed. Delays to submit these assignments will not be tolerated: students are required to demonstrate an independent ability to synthesize and think critically about these topics, prior to discussing them in the classroom.

The *reflective essay* assignment encourages personal input on a topic related to social development. While this essay should primarily consist of personal insight, you will still be required to substantiate your claims by incorporating reputable facts from acceptable peer-reviewed sources. It is 8-10-page (**excluding references**).

A *research essay*, by contrast, asks for author objectivity: that is, the capacity to demonstrate both sides of an argument, for example, without bias or language that sways readers' opinions. As a result, this form of essay is to consist entirely of information collected from scholarly resources (e.g.: peer-reviewed articles, books, etc.) and no personal insight or opinions should be posited in this document.

The class promotes individual research initiatives through one important research paper. In this fourth-year undergraduate seminar, a significant portion of the final grade is allocated to the preparation of a final 12-15-page *research essay* (**excluding references**),

worth **35%** of the overall mark. The *class presentation* component will summarize students' research findings to the class (**15%**).

Outstanding research papers may be submitted to Nipissing University's Undergraduate Conference, at the discretion of the professor and the Social Welfare Department. If interested, please discuss plans to submit this paper to the conference with me prior to the end of the semester.

Statement on Academic Integrity:

Nipissing University values "integrity, empathy, respect, critical analysis, creative thinking, communication, collaboration, invention, insight, innovation, stewardship and action." The University is "committed to open, respectful discourse and a collegial, diverse, inclusive, healthy and supportive learning environment." As an institution abiding to the principle of integrity, students must be aware of the consequences of plagiarism. The issue is explained further in the *Policy on Academic Dishonesty*, found in your *University Academic Calendar*, available on-line directly through Nipissing's Website (www.nipissingu.ca/calendar). Tools over how to avoid plagiarism can be found on Nipissing University libraries' website at: <http://www.eclibrary.ca/library/HDI-avoid-plagiarism>. All students must understand the meaning and consequences of cheating, plagiarism, and other academic offences.

Film Screenings:

I will show short films and documentaries during the semester to provide broader context to the readings and discussions. These will be presented during regular class time.

Resources:

Some films that will be viewed in class will be available from the Harris Learning Library's reserved under SWLF 4006 (if available). I will also upload documents and share websites relevant to class topics on Blackboard.

There is a wide array of scholarly journals on social development to assist students in their research: *Canadian Journal of Development Studies*, *Journal of Comparative Asian Development*, *The British Journal of Sociology*, *The Journal of Developing Areas*, *Development in Practice*, *Third World Quarterly*, *International Journal of Urban and Regional Research*, *Sustainable Development*, *Development and Change*, *Development Policy Review*, *African Development Review*, *Journal of International Development*, *Review of Urban & Regional Development Studies*, *Population and Development Review*, *Sociologia Ruralis*, *Asia Pacific Viewpoint*, *Sociological Forum*, *International Journal of Social Ecology and Sustainable Development (IJSESD)*, *Macroeconomics and Finance in Emerging Market Economies*, *Innovation and Development*, *International Journal of Innovation and Sustainable*

Development, Journal of Development Effectiveness, Knowledge Management for Development Journal, Forum for Development Studies, International Journal of Innovation and Regional Development, International Journal of Technological Learning, Innovation and Development, The World Bank Economic Review, Social Indicators Research, Economic Geography, American Journal of Economics and Sociology, Women's Studies Quarterly, Child Development, American Journal of Sociology, Gender and Development, etc.

Along with the vast number of journals on social development listed above, there is also a multitude of useful databases related to Sociology and Social Welfare available through the E-Resources section of the Harris Learning Library website. Some of these databases group an impressive number of scientific journals related to Social Development and Development in other disciplines (political science, sociology, anthropology, psychology, geography, law, education, health, religions, etc.). This diversity comes from the multidisciplinary background of Social Development studies.

Contact During the Semester:

Your Social Welfare and Social Development Librarian is Ms. Laura Sinclair. She is the liaison for our Department. You may email her at lauras@nipissingu.ca. I encourage you to consult with Ms. Sinclair as you are conducting your research. She will assist you in locating relevant resources and research tools.

Grade Distribution:

Course Requirements		Date
(X1) Reflective Essay (8-10 pages, <i>excluding references</i>)	30%	October 26 (no extension possible)
Research Paper (12-15 pages, <i>excluding references</i>)	(35%)	December 7 - 14 (<u>no</u> extension possible)
Class Presentation (8-10 minutes)	(15%)	November 30
*Participation (One mandatory meeting with the professor to discuss the progress of your research paper outside regular class hours.)	20% (6 in-class tests worth 10%)	Ongoing (in-class tests)

Required readings (books to purchase):

Richard Peet & Elaine Hartwick. 2015. *Theories of Development: Contentions, Arguments, Alternatives*. Third Edition New York: Guilford Press. 370p. ISBN: 9781462519576 (40.80\$)

Amartya Sen, *Development as Freedom*. New York: Anchor. Reprint edition. 2000. 384p. ISBN-10: 0195655265 (ebook: 13.99\$)

Additional readings (one course pack to buy):

Abhijit V. Banerjee and Esther Duflo. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. Reprint edition. 2011. 320p.

Jeffrey D. Sachs. *The End of Poverty: Economic Possibilities for Our Time*. Toronto: Penguin. 2006. 416p.

William Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Toronto: Penguin Press HC, 2006. 448p.

Culture and Public Action. Rao & Walton (Eds). Stanford: Stanford University Press. 2004. 464p.

Edward W. Saïd: "The latest phase". In *Orientalism*. New York: Pantheon Books. 1979. pp.284-328

Class Schedule:

Week	Topics
Week 1	Introduction, syllabus, expectations, required readings, etc.
Week 2 (60 pages)	What is social development, what is poverty, what is welfare? -Peet & Hartwick: <i>Chapter 1</i> : Development, pp,1-22 -Sen: <i>Chapter 2</i> : The ends and the means of development, pp.35-53 -Sachs: <i>Chapter 15</i> : Can the rich afford to help the poor?, pp.288-308
Week 3 (60 pages)	Conventional theories of development (Adam Smith, John Stuart Mills, Neoclassical economics) -Peet & Hartwick: <i>Chapter 2</i> : Classical and Neoclassical Economics, pp.23-62 (new edition 10 new pages) -Sen: <i>Chapter 1</i> : The Perspective of Freedom, pp.13-34

<p>Week 4 (65 pages)</p>	<p>Developmental State, Neoliberalism (critics), World Bank, UN</p> <p>-Peet & Hartwick: <i>Chapter 3: From Keynesian economics to Neoliberalism</i>, 63-118 (new edition 16 new pages)</p> <p>-Sen: <i>Chapter 5: Markets, State and Social Opportunity</i>, pp.111-145 (<u>optional</u>)</p> <p>-Easterly: <i>Chapter 3: You can't plan a market</i>, pp.60-111 (<u>optional, at the University's library Reserves under SWLF4006</u>)</p>
<p>Week 5 (55 pages)</p>	<p>Development and modernisation</p> <p>-W.W. Rostow. "The Stages of Economic Growth". <i>The Economic History Review, New Series</i>, Vol. 12, No. 1 (1959), pp. 1-16 (free via Nipissing's library)</p> <p>-Peet & Hartwick: <i>Chapter 4: Development as modernisation</i>, pp.119-159 (new edition 3 new pages)</p>
<p>Week 6 (60 pages)</p>	<p>Nonconventional, critical theories of development (Marxism, socialism and development)</p> <p>-Peet & Hartwick: <i>Chapter 5: Critical theories of development</i>, pp.161-221 (new edition 4 new pages)</p> <p>-Sachs: <i>Chapter 16: Myths and magic bullets</i>, pp.309-328 (<u>optional</u>)</p>
<p>Week 7 (46 pages)</p>	<p>Poststructuralism, postcolonialism, postdevelopmentalism</p> <p>-Peet & Hartwick: <i>Chapter 6: Poststructuralism, Postcolonialism, and Postdevelopmentalism</i>, pp.222-268 (new edition 4 new pages)</p> <p>- Easterly: <i>Chapter 8: From colonialism to postmodern imperialism</i>, pp.269-310 (<u>optional</u>)</p> <p>- Edward W. Said: "The latest phase". In <i>Orientalism</i>. New York: Pantheon Books. 1979. pp.284-328 (<u>optional</u>)</p>
<p>Week 8 (50 pages)</p>	<p>Feminist theories of development</p> <p>-Peet & Hartwick: <i>Chapter 7: Feminist Theories of Development</i>, pp.269-305 (new edition 2 new pages)</p> <p>-Sen: <i>Chapter 8: Women's Agency and Social Change</i>, pp.189-203</p>
<p>Week 9 (30 pages)</p>	<p>Social and democratic development (video/film + lectures)</p> <p>-Peet & Hartwick: <i>Chapter 8: Critical modernism and Democratic development</i>, pp.307-324 (new edition 3 new pages)</p>

	- Sen: <i>Chapter 6: The Importance of Democracy</i> , pp.146-159
Week 10 (33 pages)	Civil society, social movements and development (rethinking social development and welfare?) (video/film + lectures) -Peet & Hartwick: <i>Chapter 8: Critical modernism and Democratic development</i> , pp.307-324 (new edition 3 new pages) -Sen: <i>Chapter 12: Individual freedom as a social commitment</i> , pp.282-298
Week 11 (63 pages) Compress class with Week 12	Rights, justice, culture and social development -Peet & Hartwick: <i>Chapter 8: Critical modernism and Democratic development</i> , pp.307-324 (new edition 3 new pages) - Sen: <i>Chapter 10: Culture and Human Rights; Chapter 3: Freedom and the foundation of Justice</i> , pp.227-248 - Arjun Appadurai. "The Capacity to Aspire: Culture and the Terms of Recognition". In <i>Culture and Public Action</i> . Rao & Walton (Eds). Stanford: Stanford University Press. 2004. pp.59-84
Week 12 65 (pages) Compress class with Week 11	Peace, security and social development -Peet & Hartwick: <i>Chapter 8: Critical modernism and Democratic development</i> , pp.307-324 (new edition 3 new pages) - Easterly: <i>Chapter 10: Homegrown Development</i> , pp.341-366 - Anita Abraham and Jean-Philippe Platteau, "Participatory Development: Where Culture Creeps in". In <i>Culture and Public Action</i> . Rao & Walton (Eds). Stanford: Stanford University Press. 2004. pp.210-233 -Vanessa Pupavac. "The Consumerism-Development-Security Nexus". <i>Security Dialogue</i> 2010 41: 691-713 (free via Nipissing's library) (optional)

*Based on: Richard Peet & Elaine Hartwick. 2015. *Theories of Development: Contentions, Arguments, Alternatives*. Third Edition New York: Guilford Press. 370p. (The third new edition has 46 new pages in contrast to the second edition)

Some Centres and Websites on Development:

Canadian Council on Social Development (http://www.ccsd.ca)	World Bank (http://www.worldbank.org)
United Nations (Centre for Social Development and Humanitarian Affairs) (http://social.un.org/index)	UNDP (www.undp.org)
OECD (http://www.oecd.org/dev)	International Institute for Sustainable Development (http://www.iisd.org)
The Centre for Sustainable Development (http://www.csd-i.org)	ISODEC (http://www.isodec.org.gh)
Centre for International Sustainable Development Law (http://www.cisdl.org)	Equiterre (www.equiterre.org)
IUCN (http://www.iucn.org)	International Gender Studies Centre (IGS) (http://users.ox.ac.uk/~cccrw)
ISID (http://www.mcgill.ca/isid)	CIDA (http://www.acdi-cida.gc.ca/home)

Curriculum:

Please find below the link to our Department's *Handbook*. It contains information about our program and our degree options, highlighting many of their distinguishing features.

If you are a current or a prospective student, please do not hesitate to get in touch with us if you have any questions or comments.

Link: <http://nipissingu.ca/socialwelfarehandbook>