I. COURSE DESCRIPTION
The overarching goal of this course is to introduce you to the theoretical and practical issues that reproduce and attempt to address ‘under-development’. In addition to the socio-political and economic implications of ‘development’ and ‘under-development’, this course focuses on the links between the academic, policy, and practitioner worlds. Lectures, reading assignments, and deliverables are structured to present students with the opportunities and challenges inherent when attempting to relate critical theoretical frameworks to the funding priorities and policy reforms that guide international development and humanitarian interventions.

Work for this course is divided between three interdependent components. First, weekly readings focus on critical development theories ranging from the socio-political and economic implications of ‘under-development’, to the roles of multi and bi-lateral donors.

Second, course lectures are designed to introduce students to the practical implications and implementations of international development and humanitarian response theories. Specifically, lectures focus on current trends in development and humanitarian interventions, with a particular focus on theoretical and practical challenges and case studies from the African continent.

Third, assignments are designed not only to measure your understanding of course materials, but also improve critical writing and thinking skills.

Rather than explicitly relate the readings to the case studies, students are required to relate the theories and frameworks provided by the literature to the ‘real-world’ decisions and programs discussed in class.
II. COURSE AIMS
The aims of this course are three-fold:

i) To critically examine the socio-political and economic foundations of ‘development’ and ‘under-development’, as well as to the implications of these labels.

ii) To challenge you to apply theoretical frameworks to the myriad of opportunities and challenges that characterize policy reforms and program delivery in development and humanitarian interventions.

iii) To develop your critical thinking and writing skills as they relate to academic, policy, and practitioner audiences.

II. COURSE MATERIAL
This course is based on lectures, readings, and class discussions. Lectures (when available) will be made available on MyCourses within 1 week of the lecture date. The majority of the readings will be made available on MyCourses, however you may be required to access some from the Internet (off campus access will require McGill VPN). I will also provide ‘additional/suggested readings’ for those of you that would like to delve a bit further (these are not required). Additional resources (when available) can be accessed through MyCourses. Please note that the slides posted on MyCourses will be abbreviated versions of those presented in class, and serve only as a general outline of the material covered. Students are expected to attend the full three hours of lecture each week, read ALL assigned articles, participate fully in class, and complete assignments on time. Although readings, lectures, and case studies will not always correspond, you are expected to complete readings before class.

Enrolling in this course requires a serious commitment on your part to actively learn about the topics being taught. I expect an average of three to four hours of work a week outside of class.

III. COURSE EVALUATION
Course evaluation will include:

i) Reading journal
   - Each student is required to provided a 1 page (single spaced) critical summary of 4 readings throughout the course of the semester.
   - Weeks covered by the reading journal are indicated with an asterisk (*).
   - When indicated by an asterisk, you can choose to do your critical summary on any of the articles assigned for that week.
   - Journals are due (hard copy) in class on Thursday of the following week (see calendar for due dates).
   - Reading journals will count for 20% of your final grade

ii) Midterm Exam
   - Worth 25% of your final grade
iii) Group project

- This project is designed to prepare you for the background work required to participate in development projects.
- Detailed information on the project will be provided in class.
- The project requires several deliverables
  1) A 2-page project proposal (5% of final grade)
  2) Final group paper (30% of final grade)
  3) Group presentation – grade from Prof & TA (10% of final grade)
  4) Group work peer assessment (5% of final grade)

Note: Power-Point is required for the group presentation and must be handed in to the TA / Professor (via USB stick at the end of your group presentation).

iv) Class participation (5% of final grade)

IV. CLASS POLICIES

i) We are all responsible for making a class space that is welcoming, safe, and challenging to all.

ii) Students are expected to attend the full three hours of lecture each week, read articles, participate fully in class, and complete assignments on time.

iii) A penalty of one letter grade per day will be deducted for work that is late.

iv) You are responsible for any material you miss when not in class. You are expected to attend every class. If you miss a class, the first point of contact to determine what was covered will be your fellow students, not the TA, and not the professor.

v) Tests must be taken at the scheduled time in class. Students that miss a test or deadline due to a medical issue require a note from a physician. In the case of the mid-term exam, students with a medical note will complete a make-up test of equal value.

vi) Any discussion of graded material or re-grades must adhere to the following steps. Office hours to see the TA and discuss the assignment will be scheduled no sooner than 7 days after the assignment is handed back. This is to give you time to carefully reflect on the result of your assignment before deciding whether to seek further feedback. You then have 2 weeks (10 business day) to speak to the TA about the given assignment. The teaching assistant will inform you of the re-grade process, which requires the original copy of the graded material and a written explanation of the reason(s) for the request. Re-grades are handled by the professor, and include a re-grade of the entire assignment (not just the issue outlined in the written re-grade form). Re-grades can result in a grade increasing, decreasing, or staying the same.

vii) Supplemental work to improve grades is not permitted.

viii) The instructor reserves the right to apply a curve to graded materials.

ix) "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003)."

"L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie,
plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

vii) "In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded." (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation)"
"Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue)."

viii) Accommodation for religious observances are dealt with according to McGill policy.

V. IMPORTANT DATES
- January 22nd: Reading journal #1 due at the beginning of class (readings from week 2)
- February 5th: Reading journal #2 due at the beginning of class (readings from week 4)
- February 12th: 2 page group project proposal due at the beginning of class
- February 19th: Reading journal #3 due at the beginning of class (readings from week 6)
- February 26th: Midterm exam
- March 3rd: Reading week, no class
- March 5th: Reading week, no class
- March 19th: Reading journal #4 due at the beginning of class (readings from week 10)
- March 31st: Group presentations of final project begin
- April 9th: Final group papers due (hard copy) at the beginning of class

Please note that these dates are subject to change. Changes will be announced in class. Students are responsible for being aware of changes to the schedule.

VI. TENTATIVE CLASS SCHEDULE
Please note that this schedule is approximate and is subject to change. Changes will be announced in class. Students are responsible for being aware of changes to the schedule.

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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LIT THEMES</th>
<th>REQUIRED READINGS</th>
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<pre><code> |             |                                         | iii) Autesserre, S. (2012). Dangerous tales: Dominant narratives on the |
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<table>
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<tr>
<th>Week</th>
<th>Date Range</th>
<th>Topic</th>
<th>Reading Materials</th>
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| 7    | 17/02 & 19/02  | Large-scale land acquisitions ('land grabs')| i) Vermeulen, S., and Cotula, L. (2010). Over the heads of local people:  
<p>| 9    | 3/03 &amp; 5/03    | READING WEEK                               |                                                                          |
| 11   | 17/03 &amp; 19/03  | Hot topics in Development                  | Reheadlings TBD                                                          |
| 12   | 24/03 &amp; 26/03  | Hot topics in Development                  | No readings – WORK ON FINAL PAPERS &amp; PRESENTATIONS                      |</p>
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**DELIVERABLE – FINAL GROUP PAPERS (HARD COPY) DUE AT THE BEGINNING OF CLASS**

* Weeks covered by reading journal.