AMERICAN UNIVERSITY OF BEIRUT

Graduate Program in Public Policy and International Affairs

Development and Its Aftermath

Syllabus Fall 2016
Course Number: 11737 / PPIA 304 / SOAN 323T
Class Schedule: R 3.30-6.00pm
Issam Fares Institute Building – Room 102

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Office Hours: Wednesdays 11:00am-1:00pm or by appointment

1. Course description

This course aims at generating theoretical and critical insights with regards to one of the most mystified concepts of policy making today. *Development* is a universal catchword - widely used (and abused) by politicians, policy experts and civil society institutions to all possible aims: to explain (or rather construct) the economic and cultural gap between "developed" and "underdeveloped" countries; to rally resources towards privileged domains of state and society; to justify (and promote) the primacy of economics for the aim of betterment the world; and often to translate struggles over alternative visions, futures and livelihoods as mere differences among expert dogmas.

The course will approach development and its diverse aftermath (e.g. peacemaking, alternatives, futures) not as given policy domains but as dynamic fields of power and politics that invite scrutiny before any practical application. We concentrate on understanding how an initially universally accepted and advanced idea-cum-ideal engendered a variety of interpretations, contradictions and struggles at a variety of places and populations; how a global set of ideas, practices and policies devoted to the elimination of poverty and inequality often created more exclusion and destitute; how current imaginaries of crisis, violence and human rights abuses as well as the hegemonic influence of neoliberalism in developmental thought have introduced new models of developmentalist intervention.

The course will be divided into four parts: The first part ("Before Growth") provides a critical overview of core aspects of conventional development theory, with a particular emphasis on the emergence of the so-called Critical Development Studies especially in the 1980s. The second part ("After Violence") will explore the next stage in the theories and practices of Development in the 1990s, focusing in particular on currently widespread theory and practice of peacemaking particularly concerning countries that went through protracted violence in the Global South (Special focus on the Middle East). The third part will address alternatives to conventional development/peacemaking, such as Degrowth and political ecology especially in light of the coming crisis of climate change. Finally, the fourth part will be an exercise in 'developmentalist imagination', with the composition of a *development sci-fi* brief novella.

2. Student Learning Outcomes

1.   Acquire a solid background in introductory academic research and critical approaches on development, peacemaking and alternatives through *intensive reading, writing and discussing*.
2.   Explore a *diversity of disciplinary approaches* on critical development and peacemaking in the social sciences (Political Studies, Anthropology, Sociology, History, Political Ecology).
3.   Explore development, peacemaking and their aftermath as contingent fields of power and resistance linked to broader issues, such as *growth, economy, class, gender, poverty, crisis, climate change*, etc.
4.   Develop *skills in academic critical thinking on development*, i.e. the ability to think, compose and organize arguments and counter-arguments on development in original, critical and creative manner both in class and on paper.
5.   Develop *skills in theory analysis*, i.e. the ability to contextualize, debate, and review academic approaches to development and its aftermath in class and on paper.
6.   Develop *creative writing* skills through the authoring of a thematic review for an NGO, a speech at the UN and a *post-development sci-fi* novella, imagining alternatives to development.
7.   Approach development, peacemaking and their aftermaths primarily as *intellectual, social and ethical challenges*.

3. Course Requirements & Grading

I. Participation & Attendance
This is an intensive *reading, writing and discussing* course. All students are required to regularly attend the sessions, fulfill the assignments on time and actively participate in the class discussions. Participation will be a component of your final grade, especially when based on attentive reading of the assigned texts in each session. It will also improve the learning atmosphere of the entire class, provided that you stick to the point and the theme of the discussion. Participation is assessed through your in-class questions and comments and engagement in group-based discussions. This course abides by the AUB-wide policy on unexcused absences for the semester. Excused absences include family and health emergencies, and scheduled medical visits (in which case, students should bring a note from their doctor). **If you expect to miss a class, please email me in advance to indicate the date and reason for your absence. Failing to do so will affect your grade.**

II. Journal Keeping
This is an intensive *note-taking* course. All students are required to keep a journal and take hand-written notes during class lectures, group discussions, student presentations and readings at home. You are advised to use a traditional notebook, used exclusively for this course, which you can keep in your library after the end of the course. I reserve the right to review your notebook at the term end and include this assessment (class content, your reflections, overall form) in your final grade.

III. A Thematic Literature Report for an NGO
For the Critical Development Mini-Paper - Part I (Sessions 2-4) you are required to write an imaginary Thematic Literature Report for an NGO or a policy institution. In the report you are advised to use one module of your preference and the literature included there to expand your own review. All responses must be submitted per email the night before Session Five in pdf-form with title: *NGO Review_Sur/name_Word Count.* **Late submissions will not be accepted.**

IV. A Speech at the UN

For the Critical Peacemaking Mini-Paper – Part II (Sessions 5-7) you are required to write an imaginary UN speech. In the speech you will use arguments and insights from this part's readings in a creative and convincing manner. All responses must be submitted per email the night before Session Eight in pdf-form with title: *UN Speech_Sur/name_Word Count.* **Late submissions will not be accepted.**

Note: The purpose of both mini-papers is NOT to repeat the readings (although you can always use quotes from the texts properly indexed), but to help you engage and experiment with their context, arguments and implications in a variety of formats (report/speech). In class we will use your mini-papers to generate discussion and provide feedback on your writing style and argumentation. However, no mini-paper will be graded upon submission, but in their totality at the term's end.

V. A Sci-fi Novella

For the last two parts (Common Futures & Future Scenarios), you are required to submit a short sci-fi novella at the end of the semester (4.000 words max.). In the novella you are expected to depict (some parts and aspects of) the after-aftermath of development as you imagine it, while at the same time incorporating assigned readings, theoretical insights and lessons learned during the semester (sketches, images and illustrations are welcome). The parallel reading of one celebrated sci-fi novel with political implications throughout the term will help you in this exercise. I will be regularly discussing and reviewing the progress of your sci-fi readings throughout the semester, but we will focus on it primarily in a separate session towards the end. For the novella you are advised to make use of the sci-fi reading assigned, your previous literature/sci-fi readings (if any), but mainly of the academic literature assigned and discussed in class (esp. the alternatives part). *Skills in creative writing, cross-referencing and structured plotting are essential.* You are advised to pay attention to the coherent presentation and description of techniques and technologies of post-development, but also subjects and objects, dogmas and discourses, tools and institutions, etc. You are expected to present the brief novel in a creative way (focus on an institution, technique, etc.) towards the end of the term.

Grading

Class participation & Journal Keeping		**20%**
A Literature Review for an NGO (Critical Development Mini-Paper) (2.000 words)		**20%**
A Speech at the UN (Critical Peacemaking Mini-Paper)	(2.000 words)	**20%**
A Sci-fi Mini-Novella: Alternatives to and Futures of Development	(4.000 words)	**40%**

4. Course Rules

Disability

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Plagiarism

AUB views plagiarism as a very serious offense. Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly. Wikipedia and other non-peer-reviewed websites are not acceptable sources for papers and reading responses.

Use of Electronic Devices in class
All electronic devices (computers, iPads, cell phones, iPods, MP3 players, etc.) must be turned off. They can be turned on again after exiting the classroom; equally for class-related online searches. Students are required to bring to class the assigned reading material in paper, as well as advised to use this form at home to read and make notes on.

Feedback
Each class will include assessments of your collective performance as class, especially after the submission of required individual assignments, yet without any individual grading. In this form, in-class feedback is important because it addresses strengths, weaknesses and potential collectively, while incorporating anonymized individual performances and public student self-feedback. Note that grading reflects your overall progress throughout the semester and therefore will only be available in the final form at the end of the term. For individual consultations, please contact me for arranging an appointment during office hours or some other available time.

5. Course Books
- Veltmeyer, Henry, ed. *The critical development studies handbook: Tools for change.* Fernwood, 2011.
- Mundy, Jacob. *Imaginative geographies of Algerian violence: conflict science, conflict management, antipolitics.* Stanford University Press, 2015
- Ostrom, Elinor. *Governing the Commons. The Evolution of Institutions for Collective Action.* Cambridge: Cambridge University Press, 1990
- Latour, Bruno. *Politics of nature.* Harvard University Press, 2009.
- D'Alisa, G., F. Demaria, and G. Kallis. *Degrowth: A Vocabulary for a New Era.* Routledge, 2014. Selection of chapters: Chapters in "Action"
- LeGuin, Ursula K. *The dispossessed.* Hachette UK, 2015

Course Schedule
(Note: The following schedule may change according to the pace, performance and interests of the class)

Session 1. Introduction to the Course

Part I (Sessions 2-4)

"*Before Growth*" **(Critical Development Studies)**

Main Reading:
Veltmeyer, Henry, ed. *The critical development studies handbook: Tools for change.* Fernwood, 2011.

Further Readings:
Sachs, Wolfgang (2009). *The Development Dictionary. A Guide To Knowledge As Power*. Zed Books. *Development* pp. 1-23;
Mitchell, Timothy (2002). Rule of Experts. Egypt, Techno-politics, Modernity. University of California Press
Klein, Naomi. *The shock doctrine: The rise of disaster capitalism*. Macmillan, 2007.

Session 2. Cores & Critiques

CDS Handbook: Sections 1-3 (Modules 1-7), pp.1-46

Session 3. Class & Gender

CDS Handbook: Sections 6, 9 (Modules 17-20, 27-29), pp.89-108 & 137-152

Session 4. Poverty & Crisis

CDS Handbook: Sections 4, 5 & 7 (Modules 8-17 & 21-23), pp.47-87 & 109-120

NOTE: Development NGO Literature Review due (Deadline: 12am before class)

Part II (Sessions 5-7)

"*After Violence*"
(Critical Peacemaking Studies)

Session 5. Humanism and Humanitarians

Asad, Talal. "Reflections on violence, law, and humanitarianism." *Critical Inquiry* 41.2 (2015): 390-427.

Re-Readings: Asad, Talal. "Reflections on violence, law, and humanitarianism." *Critical Inquiry* 41.2 (2015): 390-427.

Session 6. Conflict Science

Mundy, Jacob. *Imaginative geographies of Algerian violence: conflict science, conflict management, antipolitics*. Stanford University Press, 2015. TBA.

Further Readings: Monk, Daniel, and Jacob Mundy. *The Post-Conflict Environment*. University of Michigan Press, 2014.

Session 7. Peace Expertise

Kosmatopoulos, Nikolas. 2014. *The Birth of the Workshop: Peace Experts, Technomorals and the Care of the Self in the Middle East.* & Unpublished material TBA.

Further Readings: Allen, Lori. *The rise and fall of human rights: Cynicism and politics in occupied Palestine.* Stanford University Press, 2013.

NOTE: UN Speech due (Deadline: 12am before class)

Part III (Sessions 8-10)

"*Common Futures*"
(Alternatives to Growth)

Session 8. Commons

Ostrom, Elinor. *Governing the Commons. The Evolution of Institutions for Collective Action.* Cambridge: Cambridge University Press, 1990. TBA.

Session 9. Political Ecology

Latour, Bruno. *Politics of nature*: *How to Bring Sciences into Democracy.* Harvard University Press, 2009. TBA

Session 10. Degrowth

D'Alisa, G., F. Demaria, and G. Kallis. *Degrowth: A Vocabulary for a New Era.* Routledge, 2014. All mini-chapters under "Action"

Part IV (Sessions 11-12)

"Future Scenarios"
(*Post-Development Sci-fi*)

Session 11. Development's Dispossessed
LeGuin, Ursula K. *The dispossessed.* Hachette UK, 2015.

Further Readings: Mitchell, Timothy (2014). *Econamentality: How the Future Entered Government.* Critical Inquiry. Issue 40. Pp. 479-50 https://rowman.com/ISBN/9780739122822/Political-Theory-Science-Fiction-and-Utopian-Literature-Ursula-K.-Le-Guin-and-The-Dispossessed#

Session 12. Student presentations of sci-fi novella outline
Session 13. Conclusion