

**Undergraduate Development Studies Programs in
Canada
A New Generation of Scholars and Practitioners**

Edna F. Einsiedel & Aradhana Parmer

Acknowledgements

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Introduction

As an area of study, Development Studies is considered of relatively recent origin, evolving mostly during the post World War II period. However, considerable changes have occurred in the areas of its two basic foci: the development of countries of the South in the first instance, and relations between the North and South in the second. Because the evolution of Development Studies is as much a function of the complexities and the dynamics of development in the world affecting countries in both the North and the South, it becomes imperative to continuously reassess the field, as a field of study, in light of changes. Changes in the international environment, including changes in the status of developing countries (some of whose economies are growing faster than those in the industrialized North), the fall of East and Central Europe, the increasing trend toward open economies, and the rapid growth of communication and information technologies have all made the need for a reassessment important.

Development Studies programs in Canada are in varying stages of growth and development. As a result of these major changes in the international environment, the Development Studies program at the University of Calgary decided in the summer of 1993 that it was time to do an internal examination, and to conduct such an examination in the context of understanding the status of similar programs in Canada. In partnership with IDRC, this became a broader study of undergraduate Development Studies programs across Canada.

The present research project is a result of a positive collaboration between undergraduate Development Studies programs in Canada and IDRC in examining the state of undergraduate Development Studies education. The goal is to strengthen these programs' efforts to prepare students for a new and challenging international environment.

Objectives

The following were the objectives of this research project:

- To describe Development Studies programs in Canada in terms of their curricula, resources, administrative structure and student populations.
- To assess perceptions of coordinators, instructors and students of the quality and directions of these programs.
- To develop a directory of resources/ institutions/individuals.
- To identify future directions for further collaboration among programs.

Research Questions

The following research questions flow directly from the objectives:

- What is the nature of undergraduate Development Studies programs in Canada in the areas of curricula and administration?
- What are the resources associated with these undergraduate Development Studies programs?
- What are the challenges facing undergraduate Development Studies programs?
- What are the challenges and barriers for instructors teaching Development Studies courses?
- What are the aspirations and desires of the students regarding course content and job prospects?
- What should be the future direction of Development Studies programs?

Methods

This study was conducted in three phases. The first phase involved a review of the literature on Development Studies. The second phase included a survey of coordinators, instructors, and a sample of students. A survey of program content was also conducted. The third phase involved meetings with the coordinators to further elaborate on the study's findings and to discuss recommendations on future program directions.

Data Collection

In the summer of 1993, a survey of department heads was conducted to identify programs, coordinators and course instructors. Eleven undergraduate Development Studies programs were identified through this first step and all eleven participated in this study. A list of 450 instructors teaching Development Studies courses was prepared from 44 universities across Canada. A list of 25 students each from Development Studies programs at Dalhousie and Guelph was provided by the respective program coordinators for the student survey. A third pool of 32 students (the entire population of majors) at Calgary completed the student sample. The following steps were taken for data collection on programs:

- survey of deans/department chairs/coordinators
- survey of Development Studies coordinators
- survey of Development Studies instructors
- survey of Development Studies students in three universities (Calgary,

Dalhousie and Guelph)
analysis of program content and requirements

Instrument

Questionnaires were designed separately for coordinators, instructors, and students by the researchers. The questionnaires had both closed and open ended questions. All three questionnaires consisted of three sections - program/course content, program structure and resources, program perceptions and demographic information (see Appendices A, B and C).

The survey instrument was sent to all participants by mail in the Fall of 1993. Data analysis was done in early 1994.

Post-survey elaboration

The preliminary results of the findings were sent to program instructors, a group of instructors and students who were to meet at the Banff Centre in May, 1994. This workshop provided an opportunity to reflect and elaborate on the study findings and to arrive at an action plan for future collaborative activities.

3.0. Literature Survey

Perspectives from Development Studies Literature

The existing literature on Development Studies was reviewed in the following areas:

- [3.1 the evolution of Development Studies](#)
- [3.2 the nature and significance of Development Studies](#)
- [3.3 the emergence of Development Studies in Canada](#)
- [3.4 the future of Development Studies](#)
- [3.5 Summary](#)
[Bibliography](#)

3.1 The Evolution of Development Studies.

Modern connotations of the term development evolved with the end of the colonial era and the emergence of many newly independent nations after the Second World War. During the colonial era, most "Development Studies" consisted of social anthropology, sociology, economics, political science, geography, history, and languages. These disciplines indicated the colonial rulers' interest in initiating the process of 'civilization' and 'progress'. However, the label "Development Studies" was not in use at this time.

In the post-colonial period up to the early 1970's, several new dimensions of Development Studies were explored. These new dimensions and new opportunities of exchange occurred in part as a consequence of the growing cooperation between developed and developing countries. The field of "Development Studies" also witnessed a substantial increase in the numbers of students interested in this area of study and the consequent expansion of educational and research institutes with a focus on development all over the developed world. The term "Development Studies" came into common use at this time.

Between the 1950's and the mid-1970's, Development Studies, at least from a European perspective, was characterized as serving three functions:

(1) the training of people for service in the former/existing colonies and other Third World countries; (2) the training of students from the colonies and Third World countries; and (3) the provision of a field of study for people who are

simply interested in the field, without necessarily wishing to pursue a related career (Burns, 1975).

There have since been few deviations from these aims. At least in Europe, these aims have been identified as including: (1) the training of people to work overseas, either in government, voluntary, or inter-governmental agencies or private enterprise; (2) the training of ever-increasing numbers of students from developing countries; and (3) the provision of study of basically academic and/or personal interest.

Burns (1975) draws our attention to the fact that Development Studies as 'a distinct field of study' was accepted in the North long before it was established at higher education institutions in most developing countries, displaying the 'low priority' accorded to the field among the latter. However, this scenario underwent a vast change as institutions of higher learning in most developed and developing countries began to play a pivotal role in development by offering courses addressing the issues of development in such fields as economics, agriculture, geography, nutrition, and so forth.

By the mid-1970's, a proliferation of programs and institutes with a focus on international development was evident. For example, a study conducted in the Netherlands by the Institute of International Studies at the University of Leiden found 30 institutes which offered some form of "international studies" (Everts, 1974). Similar surveys at about the same time listed 21 institutes in the United States, 88 in Western Europe and the UK, and eight in socialist countries which offered Development Studies (Burns, 1975).

As the field matured, it was not unexpected that questions regarding the field's parameters and foci would begin to be raised. For example, issues about the lack of a historical perspective in the field were put forward, particularly with the increasing dominance of the economic perspective in the study of development and the widespread acceptance of neo-classical theories (Ingham, 1986). Similarly, questions about appropriate methodologies were considered, especially in the context of some of the rethinking of the philosophical grounds on which most social sciences have been built.

In the 1970's in Britain, the internationalization of Development Studies was advanced by two major research initiatives (Toye, 1986). The first initiative represented a return to the subject by "studying similarities between the European periphery and the Latin American countries in terms of the salience of foreign enterprises in manufacturing, tourism, underemployment, large-scale out-migration, and heavy reliance on imported consumer goods and cultural influences" (Toye, 1986). The second initiative was the interest in what was then referred to as "Peasant Studies." The insight offered by this initiative was that development which involves the social differentiation and the disappearance of the peasantry could be conceived of as a mode of production, with its own

special economic, social and cultural logic. In this instance, the relationship between economic and social change became an issue to be further explored by development researchers, dismissing the conventional wisdom of economics in exploring the link between economic behavior, the motivations that bring about such behavior, and political decisions.

Another reason for the advancement of Development Studies was the realization that the implications of changes in the developing world, as well as the examination of development processes in these regions, were a useful framework for examining economic and social realities in the developed world. An illustration of this trend was the coming together of a group of economic historians in 1982 (called the Third World Economic Historians) which looked at the relevance of development issues in the Third World to present-day economic and social realities in Britain. The strong pragmatic content in Development Studies, it was argued, also provided a framework for "incorporating lessons learned from developing countries and applying these to problems of developed countries" (Drabek, 1987 p. 502).

The emergence of Development Studies as a more or less bounded field, yet an interdisciplinary one, was finally in response to the need for a more holistic approach to studying the problems of development and change which do not fit well within conventional academic boundaries (Drabek, 1987). In the post Second World War era, Development Studies had evolved into a field that addressed such processes as acculturation, community development and social change, poverty, and marginalization. As a result, the field of Development Studies required interdisciplinary cooperation and multidisciplinary approaches.

3.2 Influences on Development Studies.

The growth and evolution of Development Studies was further influenced by a number of factors, some of which are outlined below.

Studies of Rural Development.

The World Bank characterized rural development as:

...a strategy aimed at improving the economic and social conditions of a particular human group, that of deprived peasants. Development must benefit the poorest of those that must earn their living in the countryside and among whom one finds small landowners, small farmers, and the landless (Shute and Cummings, 1987).

This working definition identifies a target group as a focus for development efforts. However, it cannot be assumed that agricultural development can be equated with rural development. It is necessary to recognize all sectors, including

the service sector, as a part of rural development initiatives. Shute and Cummings (1987) suggest that the concept includes those factors which combine to bring about an improvement in the 'social, economic, and physical well-being of rural people.' When focused on Third World settings, rural Development Studies' contributions to Development Studies evolved from its understanding of the maldistribution of natural resources and services, food production shortfalls, government neglect, loss of population to urban areas, and higher levels of illiteracy, and powerlessness in rural settings (Shute and Cummings, 1987). The term rural development, of course, can also have a broader application to include the development of rural areas in developed countries.

International Business. The international business sector has had a curious connection with Development Studies, one which reflects some ambivalence. Henley (1986) suggests that the social dynamics of economic and technological dependence implied by direct foreign investment has been highlighted by Development Studies to varying degrees. Many researchers interested in development of human resources in international business do not see themselves as doing work in Development Studies. At the same time, much research in Development Studies appears hostile to multinational enterprise and tends to highlight the failures of corporate strategy. Henley (1986) argues that there is fruitful potential for interaction between researchers in the two camps. "Development Studies of labour utilization practices offer alternative scenarios of the labour process that in large part may be explained by the motivation behind investment, but also points to the very significant influence of government policies on labour market outcomes" (Henley, 1986).

Echoing this sentiment, Grieco and Scott (1986) have argued that Development Studies, with its early recognition of the importance of the multinationals and associated international division of labour is well placed to cope theoretically with the advent of the internationalization of production:

The location of production in the Third World is no longer to be explained solely in terms of cheap labour or proximity to markets, but rather in terms of the agility of labour and the ready acceptance of new technology in the context of work force resistance in the First World. Development Studies, because of its interdisciplinary character, has the capacity to relate technical changes to socio-economic processes (Grieco and Scott, 1986).

The Impact of Area Studies. With increasing specialization in the social sciences, it was natural for a group with similar interests in a region to coalesce and pursue regional or area studies. Thus, such specialty areas as "Asian Studies," "African Studies," or "Middle Eastern Studies" were born. This was helpful to Development Studies in two ways: first, these programs provided a potential pool of elective courses for Development Studies majors, and second, it allowed these majors to develop some regional specialty if they were interested in doing so. More specifically, Moulton (1985) argues that area studies in Canada

are fertile ground for case studies, many of which are relevant to Development Studies. Area studies experts have also provided a pool of instruction for many Development Studies programs, for whom teaching resources have always been problematic. Not surprisingly, the evolution of area studies was dictated as much by academic interest as it was by Canada's attention to material relations with specific regions (Moulton, 1985).

Disciplinary Interest in Development. Historically, various disciplines, particularly those within the social sciences, invariably offered one or two courses that related to development. For example, in political science, it was not uncommon to offer a course on the "Politics of Developing Societies" or a number of courses on "Politics and Government of xyz country." The "Geography of Development" is mentioned as a common teaching subject in almost every Geography department in universities (Foggin, 1985). This discipline (as is likely true of other social science disciplines) claims some credit for contributions to such development topics as dependency and modernization theory and research, integrated rural development, population, migration and urbanization studies, ecological and economic management. (Foggin, 1985). It is in fact the disciplines in the social and applied sciences that have provided much of the base of teaching and research resources that contributed heavily to the growth of Development Studies.

Women and Development. During the past two decades, the study of women in development (WID), and, more recently, gender and development, has emerged as a significant sub-area within Development Studies, reflecting the realization within development practice that part of the failure for development projects was due to the neglect of women's interests and needs. The historically specific nature of gender differentiation and its relationship to socio-economic and political processes led to a recognition that analysis of gender relations entailed nothing less than a reconceptualization of development itself. Boserup's (1970) pioneering study established the significance of women's contributions to the informal sector of the economy and played a pivotal role in examining the gender-based division of labour. This examination resulted in the recognition of women as important development actors in their own right.

3.3 The Canadian Context Canada, of course, does not have the colonial experience with developing countries that both Britain and the US have, so the experience of training a large number of students from former colonies which fuelled the growth of 'international studies' in Europe and the US is less relevant. However, the academic interest in regions outside Canada and the interest among young people in an overseas experience provided the impetus for the early growth of Development Studies programs. By 1970, a study of Canadian Universities and International Development sponsored by CIDA and the Association of Canadian Universities and Colleges had identified 28 Canadian institutions which were offering some form of Development Studies (Walmsley, 1970).

A significant contribution to our view of Development Studies in Canada was provided in a study conducted in the early 1980's by Polanyi-Levitt and Trak (1984). The focus of this study was an examination of the state of Development Studies within the social sciences in Canadian universities. The specific objectives of the study were to survey the resources available at Canadian universities for the study of development and to present the views of Canadian academics involved in the teaching of development. These objectives were explored in the context of the economic crises of the early 1980's which had adverse impacts on universities and on the social sciences in particular. Only the disciplines of anthropology, geography, sociology, and political science were covered.

The study was based on a survey of instructors teaching development-oriented courses in some forty two universities in Canada. Seventy six instructors were interviewed. The major findings of the Polanyi-Levitt and Trak (1984) survey included the following:

1. The contemporary environment of social science departments at most Canadian universities did not appear to be favourable for the formation of scholars well equipped to approach development issues from a holistic perspective. Therefore, Development Studies tend to be marginalized within most universities.
2. The demand for people trained in the area of international development is growing outside universities.
3. Differential fees which discriminate against Third World students are detrimental to Development Studies in Canada and unacceptable on the grounds of universal academic principles.
4. No single paradigm now dominates Development Studies and there is a pluralism of competing approaches.
5. Development Studies constitutes a newly emerging area of interdisciplinary social science studies, with a distinct body of literature. However, the difficulties and problems of crossing disciplinary boundaries are many and varied.
6. The recent establishment of the Canadian Association for the Study of International Development is a significant move in the propagation of Development Studies.
7. In the establishment of Development Studies as a recognized area of specialization, university centres and institutes can play an important role.
8. University programs designed to equip students to deal with multidimensional

problems of international development are a pressing necessity. Interdisciplinary programs could be developed at either the undergraduate or at the master's level. Interdisciplinary doctoral studies are generally considered to be difficult to organize and likely to be superficial. 9. The present trend among funding agencies is to emphasize team research which, in turn, discourages individual scholarly work. In an environment where the field needs to attract capable and committed scholars, there is a strong case to be made for a much greater degree of support and encouragement to individuals who wish to undertake extensive, thorough studies on particular issues.

Polanyi-Levitt and Trak (1984) found general agreement about the interdisciplinary nature of Development Studies and a significant level of support for this approach to the field. However, there were mixed feelings about the feasibility of introducing interdisciplinary programs, primarily because of resistance within established disciplines to crossing disciplinary boundaries. The researchers found that interdisciplinary programs were more likely to develop at younger and smaller universities than at older and larger ones. These interdisciplinary programs were more likely to be innovative with curricula and teaching approaches. Interestingly, the authors observed "a general lack of interest in the third world" characterizing the academic environment in the West, where they found Development Studies to be marginal if not non-existent. They contrasted this with the situation in the Maritimes where an empathy for the development experience and historical connections with the Caribbean promoted greater interest in development issues.

Respondents also emphasized that sensitization of students to problems of developing countries was the most important objective of their program. Instructors described their students as being successful in finding job opportunities among the expanding networks of non-government organizations.

Polanyi-Levitt and Trak (1984) also came up with a number of recommendations:

1. University administration should support interdisciplinary programs, and financial resources should be provided so that such programs acquire coherence by offering at least one specially designed core course in each year.
2. Waste of research effort at university centres generated by overemphasis on project, as opposed to institutional grants, should be avoided and more support given to individual scholars.
3. The possibility of establishing inter-university programs in Development Studies should be explored.
4. The potential which exists in small universities should be recognized and encouraged.

5. The policy of differential fees should be re-evaluated and re-assessed and, during the interim period, its undesirable effects should be minimized by encouraging universities to accept a given number of Third World students at regular tuition fees.

3.4 The Future of Development Studies The future of Development Studies is of crucial importance since the issues of development are so critical to the improvement of the quality of life and the environment around the world and these issues will need our continuing attention. As one writer observed, "We need to study [these issues] in the most expeditious and relevant ways possible, building an informed and comprehensive literature that will prove useful to policy planners as well as to scholars" (Turner, 1986). Arguing that Development Studies needs to continue its focus on social theorizing, Turner (1986) points out nevertheless that the nature of these social theories needs to be seen as practical.

A number of arguments have been made for the continuing importance of Development Studies to intellectual development and to practical concerns. In the realm of the former, Development Studies have been said to provide "opportunities for immersion in other cultures," resulting in development of 'a sympathetic imagination' and 'acquisition of linguistic, sociological or anthropological knowledge' (Toye, 1986). In terms of applications to practical issues, Development Studies have been seen as fostering an understanding of the importance of defusing ethnic conflicts to facilitate beneficial change (Toye, 1986), an understanding of the political processes involved in changes from one type of government or political system to another, and the social changes involved underlying major economic changes.

Some continuing areas for future investigation. Development Studies are now at a stage where the comparisons and the national models can become truly international (Turner, 1986). In terms of areas for future investigation, we have adapted Turner's (1986) list of topics for future investigations and reorganized them under five areas: culture, the economy, the environment, demography, politics and civil society.

A. Culture — This includes issues such as multiculturalism, policy alternatives on culture and an intellectual understanding which may come from nationals on all continents. Cultural adaptation includes such areas as cultural assimilation and cross-cultural communications.

B. The Economy — This includes such issues as economic growth, levels of sustainability, consistency and patterns of growth. It also covers income distribution and equity in distribution of goods and services in terms of human welfare. This area requires further continuing attention to the issue of international debt, structural adjustment policies of lending institutions, spending patterns of debtor nations, and so forth. Finally, attention has begun to focus on

the impacts of open economies or free trade policies on interactions between developing and developed countries.

C. The Environment — Recent interest in environmental issues over and beyond sustainable economic development are areas of increasing interest to Development Studies. These include: global warming, tropical deforestation, issues of biodiversity, urban planning, issues of pollution, and resource management.

D. Demography — There is need to focus continuous attention to mobility patterns, efforts to stabilize national populations, and to monitor various indicators such as health among various demographic groups.

E. Politics and Civil Society — Issues of political stability including changes in governments, types of governments and political systems continue to be central concerns of the field. As well, issues of population demands and levels of political participation will continue to need research attention. Attitudes and values that are appropriate for the maintenance of civil society will also be critical.

Curriculum. There remains the ongoing question of how the Development Studies curriculum should continue to be responsive to changes in both the international and the domestic environments, to the needs of the students in the programs and the larger university community, in addition to maintaining a balance between theory and practice. It is this challenge, within the broader historical and current international contexts that we have outlined, that still lies ahead.

3.5 Summary The term Development Studies came into use in the post colonial era. As a distinct field of inquiry, Development Studies was accepted in the North long before it was established in the South.

The growth and evolution of Development Studies was further influenced by a number of factors such as studies of rural development, international business, the growth and impact of area studies, the recognition of the significant role played by women in development processes, and interest in Development Studies within established disciplines. Development Studies evolved as an interdisciplinary area of inquiry and addressed major global issues such as poverty, international debt, community development, and social change. In Canada, Development Studies evolved and expanded throughout the 1970's with increasing emphasis on internationalism. A study of Canadian universities and International Development, conducted in 1970, identified 28 Canadian institutions offering some form of Development Studies. A significant contribution to Development Studies in Canada was provided by a 1984 study.

The future of Development Studies is better understood in the context of a rapidly

changing international environment. A number of arguments have been made for the continuing importance of Development Studies with regard to bridging theoretical development and the field's practical concerns. The future of Development Studies lies in maintaining a balance between theory and practice, being responsive to changes in both national and international environments and being responsive to the needs of students in Development Studies programs.

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4.0. The State of Undergraduate Development Studies Programs

In this section, we present a summary of our findings from our surveys of Development Studies coordinators, instructors and students. There are eleven undergraduate degree programs in Development Studies in Canada. This first section is based on responses from all eleven coordinators.

4.1 Coordinators' Survey Eleven program coordinators were asked to fill out a questionnaire on their program demographics ([Table 1](#)), resources and administrative structure. They were also asked about their perceptions of the field.

In general, the programs are relatively new, with four of the eleven having been founded in the last six years. As suggested by Polanyi-Levitt and Trak some ten years earlier, it is the 'younger' universities that have successfully launched these interdisciplinary programs.

Program Profile:

Four of the eleven programs have been in existence for at least ten years. Seven programs indicated their enrollments have been increasing over the last five years.

The majority of these programs reported serving a primarily Canadian student population, with a very small minority or no international students registered. All eleven Development Studies programs across Canada offer different variations of the degree within their programs. Generally, there are three main categories: major, honours or a minor in undergraduate Development Studies.

- Major — a major is given after successful completion of a certain amount of courses (number of courses and the level of courses differ from program to program)
- Joint Major — major in one subject is combined with major in another subject
- Advanced Major — Credits required in advanced major are more than the credits required for the general major
- Honours — An honours degree usually means broad education with specialization in one discipline. Honours in some programs also involves writing an undergraduate thesis. Academic standing requirements differ widely in different programs
- Joint Combined Honours — Honours in one subject area is combined with honours in another subject area
- Single Honours Major — An honours with a minor in a second subject ([Table 2](#))

Program Content and Requirements:

The eleven programs clearly share similarities and differences in their curricular approaches to development. Experiential options for students are available in at least half of the universities in the form of internships or study-abroad programs. The emphasis on development theory and economic and political relations are widely shared and the rest of a student's course work is distributed among a variety of other disciplines, primarily in the social sciences.

- Only two programs have a language requirement; it remains optional for five programs.
- Three programs require an honour's thesis.
- Co-op requirement is optional for two programs and is non-existent in nine.
- Seven programs have a study abroad option. ([Table 3](#))
- Seven programs incorporate Aboriginal Studies in their curriculum.
- Principal foci of programs are in: developing country case studies, and theories of development, international economic/political relations
- Content analysis of the Development Studies program brochures indicates that most of the programs have an introductory and a seminar course as a core requirement. Only one program — The University of Calgary — has a Gender and Development course as a core requirement. There is an enormous variety among the optional courses in most Development Studies programs ([Table 4](#)). For the most part, however, option courses tend to remain within the social sciences.

Administrative Structure: Coordinators described their programs as primarily interdisciplinary, housed in Faculties of Arts or Arts and Sciences. They are generally administered by a program coordinator, usually with a Steering Committee with representatives from various departments.

Clearly, resources remain an issue for these programs, with the majority operating with faculty from other disciplines and with limited program funding. Only four of the eleven have a special program funding base and only three have full-time faculty teaching in the programs ([Table 5](#)).

Program Perceptions:

Eight in eleven coordinators say the program serves as a strong base for preparation for professional work in developing areas. Perceived success for students appears to lie with the student's acquisition of experience and skills such as being in a co-op program, acquiring a second language, pursuit of a

second major or minor in a traditional discipline.

Coordinators see their programs as preparing students well academically for understanding global issues and for doing further graduate work. On the other hand, they see their programs as doing a fair job of preparing students for job opportunities. (Table 6) Teaching resources appear to be problematic for a number of the programs. Six rated their library resources fair or poor and three gave a similar rating for audio-visual resources. Ten rated their information technology resources and teaching personnel as "good." (Table 7)

Overall Program Evaluation:

Coordinators said the following would strengthen their programs (Table 8):

- an internship or practicum component
- more faculty research on development
- more or better teaching resources.

Problems of Development Studies programs were seen to be poor resources and administrative difficulties related to course assignments and scheduling (primarily because these courses are dispersed over a large number of departments).

Perceived program strengths included the following:

- an interdisciplinary approach
- specific program emphases (e.g., mix of theory and practice; specialty area such as agriculture or agriculture economics)
- an experience abroad component
- ethnic background of faculty.

Other comments related to the need for more resources or better allocation of resources. Problems with dependence on other faculties for teaching resources were mentioned as well.

When asked what would strengthen their programs, coordinators invariably mentioned strengthened teaching resources (both by way of more instructional resources or broader experiences for faculty on development issues) and greater experiential opportunities for students.

What would their ideal Development Studies program incorporate if they had modest additional resources? Not surprisingly, coordinators mentioned the same factors that would strengthen their programs: improved teaching resources and expanded experiential opportunities for their students. For enhancing their teaching base, coordinators mentioned such elements as strengthening teaching in their core courses in particular and developing working groups in specialized

topic areas in development. Student opportunities could be strengthened with an expanded range of work and educational experiences.

In general, all eleven programs reflect a mix of innovative approaches from a small core, usually consisting of an introductory and a seminar course in "Development Studies." The extensions from this core demonstrate influences primarily from the social sciences as well as unique institutional features. The Guelph program, for example, draws heavily from the institutional strengths in agriculture and agriculture economics while the Trent program strongly reflects the interdisciplinary character of the university as a whole.

This mix of interdisciplinary approaches and the general development of majors in at least nine universities is symbolic of both the operational success of these small programs as they at the same time face significant challenges in maintaining and sustaining themselves with minimal resources.

Some of the problems unique to Development Studies Programs were identified:

- The need for more "Southern" faculty experienced in Development and other related disciplines
- Funding cuts
- No departmental home
- Over-reliance on part-time faculty; no full-time faculty
- Poor resources
- Donor funding considerations
- Conflicts in administration and scheduling as courses are dispersed over many departments
- Faculty with first hand experience in Development

Other comments on what were considered unique strengths of each program were:

- An interdisciplinary approach
- Special areas of emphases (e.g., resource management sciences, agriculture, rural extension studies, etc.)
- A mix of theoretical and practical elements
- A study abroad program
- The ethnic background of faculty
- A sense of commitment
- The support of graduates
- Numerous overseas connections and projects and first hand experience in the field
- Weekly speakers/visiting scholars and seminar series
- Part-time faculty with experience/little remuneration
- Strong students' interest and enthusiasm

- Connection with grassroots NGOs

4.2 Instructors of Development Studies

Our findings in this section are based on responses from 179 instructors from 44 universities. The questionnaire was sent out to 450 instructors (response rate is 40 %) whose names were obtained from an initial survey of department chairs.

Instructor Profile. The instructors of courses in and related to Development Studies have a variety of backgrounds and come from a variety of disciplines. The primary home faculty for most instructors appears to be the Arts and Sciences (specifically, the Social Sciences). For the most part, Development Studies instructors have disciplinary bases and these commonly tend to be political science, geography and economics. Other common disciplines include sociology and anthropology. Only five percent of these instructors come from "interdisciplinary" programs ([Table 9](#)).

The great majority of instructors — about eight in ten — has visited a developing country in the last three years. Over half said they have visited at least two countries in the last three years. These visits tend to be short in duration (under two months) for at least half of the instructors. The principal purpose of the visits for instructors — about four in ten — is research and field work while three in ten travel to attend conferences ([Table 10](#)).

A small minority of instructors has also carried out contract work with a number of international agencies in the last five years. CIDA projects appear to be the most common type of experience. About half are active in research, indicating they have had research grants in recent years. The most common sources for research grants were SSHRC and their own universities ([Table 11](#)). Over six in ten indicated they had published an article in the last three years; about a quarter said they had published a book in the same period.

Development Studies Course Content.

The three most common areas of principal interest in their courses are:

- Theories of development and underdevelopment
- Country case studies
- Contemporary problems of international relations between industrialized and developing countries ([Table 12](#)).

Asked about experiential elements in their courses, three quarters said they had "no experiential components" in their courses. Fewer than half utilized government publications and resource materials, specifically CIDA and IDRC

materials. Fewer than five percent used such materials as UN Reports, World Bank reports, IBRD world tables, and ICOD documents. Most of the instructors — about eight in ten — said they use case studies of other regions in their Development Studies courses. The popular regions used as examples are Africa and Latin America. The majority of instructors — six in ten — do not use Canadian examples in their courses. One in ten said the Atlantic region was used to illustrate development issues.

Instructors were optimistic about the utility of their courses as career preparation for students. About 47 percent said their courses were "very useful" for NGO work and a similar number said they were useful for preparation for secondary and post-secondary teaching. Another 37 percent said they were very useful for government placement while about a third said their courses were also very useful as preparation for international work.

Instructor Perceptions of State of Development Studies Perceptions of the State of Development Studies. The field of Development Studies was seen by instructors to have become "more important" in the last few years; 43% indicated this perception while about 31 percent said there was no change. Only 17 percent said it was less important. Given that most Development Studies programs were within disciplines or departments, about half of the instructors (49%) suggested this was a limitation ([Table 13](#)).

What do they see as the attributes of their ideal Development Studies program in the year 2000? Three themes were evident in the responses from instructors: the first was an emphasis on the importance of some fieldwork or practical component to the program for students, including some study-abroad experience. The second was an emphasis on interdisciplinarity and the need to make greater linkages across departments/ disciplines. The third had to do with instructional resources for the classroom: these include some mechanism for bringing in speakers/guest lecturers, and the need for teaching resources. Among the latter mentioned were case study materials, audio-visual aids, and simulation games.

4.3 Survey Of Students in Development Studies

A sample of 25 students each from Dalhousie and Guelph participated in the student survey along with the population of 32 students from Calgary. Students in Development Studies programs, as represented by those responding are predominantly: female, young (21 years of age and under), inexperienced in the workforce ([Table 14](#)).

Program Selection. Development studies was the primary choice as a field of study for the majority of students — seven in ten. Many (43%) were motivated by a personal interest in development issues. For a fifth, some travel experience in a developing country was a primary motivator while another fifth was interested in

working specifically for international agencies ([Table 15](#)).

Program Perceptions. In general, students seem to be satisfied with their programs. However, there is a strong desire to see more of the following:

- greater melding of theory and practice in the classroom
- strengthening of the "practical" aspects of the program such as the co-op program,
- some international component (either through international co-op, study abroad, or exchange program),
- and strengthening ties with agencies involved in international development (either international agencies or local NGO's)

While students were satisfied with teaching resources, it was clear that these were limited to use of videos. The majority had no experience with the range of information technologies available.

Close to three quarters (73%) said their perceptions of "development" had changed as a result of their educational experiences in the program.

Some sample comments from the students:

- "It has broadened my understanding of the issues at hand regarding development and made me more aware of addressing as well as correcting problems in this area."
- "The program here has taught me to look further than my cultural bias and to accept other cultures across the world as equal to the Western value system."
- "... I no longer view the 'capitalist way' as the answer to everyone's development."
- "I have changed my focus from the traditional economic views to those more humane. I also understand more fully the difficulties, yet abilities in development."
- "It has made me more cynical and more pessimistic."

Career Plans. About three quarters of the students said they planned to work with an international agency overseas or with an organization in Canada with interests in development issues. Six in ten had participated in or planned to participate in a study abroad program. Almost 90 percent indicated they were going to study (or had studied) a foreign language ([Table 16](#)).

Ideal Program. Asked about their ideal undergraduate Development Studies program by the year 2000 (given modest additional resources), four in ten students suggested more student services. These included such things as introduction of a practicum component, co-op or a study abroad experience in the program, and more "experiential" components within courses that includes better

learning resources ([Table 17](#)).

Some additional comments from the students:

- "As a whole, the program should be more interactive in learning situations and should be more participatory."
- "Language programs would help."
- "Would be ideal if everyone in undergraduate program had opportunity to take ID as co-op — perhaps have costs subsidized so we don't have to pay as much (as opposed to receiving a salary for co-op portion)."
- "Definitely have on-site work. Must provide more actual experiences, not concentrate so heavily on books. Many people won't be able to survive in a 'less-than-ideal' environment, even if they are 'A' students."
- "A more people-based approach than simply factual one, i.e., hearing from actual people whom development affects."

4.4 Common Patterns (and Some Differences) Among Coordinators, Instructors and Students

There is general agreement that Development Studies programs ought to have a practical component that can provide two elements: a job preparation component and an international experience component. These have been achieved by a few programs via such mechanisms as co-op experiences and exchange or study abroad programs. While instructors maintain their courses do a good job of preparing students for international work or work with NGO's, coordinators and students suggest there is room for improvement in career preparation.

There is general satisfaction about the quality of instruction and the provision of a good overview of development issues. While instructors and coordinators put significantly greater emphasis on theoretical ideas, students are more likely to focus on the utility of their training for careers in the international development field. All groups emphasize the importance of linkages between theory and practice.

There is some disagreement about adequacy of teaching resources. Students tend to think these resources are adequate while coordinators suggest they are "poor." It is clear that other approaches that bring a "change of pace" to the traditional classroom formats are welcomed by all groups. Students have appreciated the use of visiting lecturers and the occasional use of videos; instructors and coordinators similarly agree that guest lecturers (particularly those who bring in perspectives from the field) enrich the classroom experience.

While there is interest in broadening the base of teaching resources, students' exposure to the wider range of information technologies has remained limited.

Videos appear to be the primary — and in many cases, the only — teaching technology in use.

Most coordinators emphasize the need for more, and better, teaching resources — both in terms of personnel and teaching materials. All groups — coordinators, instructors and students — agree that student services (e.g., co-op programs, study abroad, career counseling) should also be strengthened.

Development Studies courses are found all over the university but primarily in the social sciences. While the majority of programs are coordinated from specific disciplines or departments, a few have started to develop interdisciplinary approaches. There are obvious advantages and disadvantages to this situation, perhaps not atypical of interdisciplinary programs. These include lack of resources and continuing instability of the resource base. Coordinators, for instance, are continually dependent on other departments for personnel.

4.5 Development Studies — 1984 and 1994

Because some of the areas explored in this study grew out of the Polanyi-Levitt and Trak (1984) study, it is instructive to examine how the picture of Development Studies might have changed in ten years.

The increasing academic interest in the field, exemplified by the growth in the numbers of major and minor programs in universities across the country is particularly striking, with the introduction of five major and two minor programs within this ten-year period. The establishment of programs west of Ontario is particularly significant, given the Polanyi-Levitt and Trak observation ten years earlier that there was minimal to non-existent interest in these areas in the West. This change is most likely a confluence of a number of factors including larger numbers of academics with international backgrounds and interests, growing international trade and economic activities in western provinces, and universities increasingly attuned to globalization interests.

While supportive of the need for interdisciplinarity within Development Studies, the 1984 study also seemed pessimistic in the face of intractable and impermeable disciplinary boundaries. This is clearly changing in the 1990's, a change dictated in part by declining resources, by the interdisciplinary nature of some of the more significant development issues such as sustainable environments, and changing attitudes within academe toward these kinds of programs.

Finally, it is important to keep in mind the contrasting contexts for the 1983-1984 and 1993-1995 studies. Where 1983-1984 was a period where the post-war growth of industrial economies was slowing down and conservative governments were in power, ten years later, fiscal concerns over debts and deficits were

primary if not overriding concerns, regardless of political affiliations. Debt and deficit reduction efforts cut a wide swath across health, education, and international assistance programs, with significant impacts on universities. Thus, at a time when recognition of the importance of efforts to internationalize their outlooks and globalize their curricula is increasing among post-secondary institutions, resource constraints are, at the same time, forcing significant retrenchments within the academy.

5.0 The Banff Workshop

5.1 Input from the Field of Practice 5.2 Workshop Recommendations

As part of this study, coordinators or their representatives from the eleven programs, some instructors and students met over two days at the Banff Centre to elaborate on the areas of investigation in this study. Others in attendance included two special participants from the international practitioner community: **Ruben Mendez**, a representative from the UNDP who has extensive experience in the study and practice of international technical assistance; **Lorena Revelo**, who has considerable field experience with an NGO in Costa Rica and **Caryl Abrahams**, Director of the Canada-Asia Partnership Program in the Division of International Development, The University of Calgary. The workshop had three objectives: (1) to obtain input from those working in the field regarding the scope and content of Development Studies; (2) to elaborate on the nature and content of Development Studies programs in Canada; and (3) to explore the available means of strengthening undergraduate education in the discipline.

In addition to the information collected from the surveys, each program coordinator shared more information about the unique aspects of his or her program. These special attributes or strengths of the Development Studies programs can be described as falling into three categories: a field experience component, a speakers' series, and use of teaching technologies.

The Field Experience. The field experience may be provided in the form of a work co-op program, a study abroad program or an exchange program. The **University of Toronto** (Scarborough Campus) co-op program in International Development Studies department is the best example of a program with a field experience component. This program exists along with the IDS major program at the Scarborough campus. It provides a work placement program for students over an eight to twelve-month period with development agencies in Canada or in countries of the South. This work placement occurs in the fourth year after the completion of 15 courses, including regional and language options. In addition, University of Toronto students are required to work on a major research paper based on their work placement experience. Funding for this program had been made possible with a grant from CIDA. As a footnote, funding for this program was terminated in 1995.

A study abroad program provides another type of international experience for students. Calgary, Guelph, New Brunswick, Trent, Dalhousie, St. Mary's, and Wilfrid Laurier have linkages with a variety of universities all over the world. This allows students to spend one or several terms abroad as part of their academic

program.

Teaching Technologies. Both the University of Guelph and St. Mary's University use on-line networks to deliver either a portion of or an entire course on-line. For example at the University of Guelph, the introductory Development Studies course was delivered on-line with the assistance of an interactive network called *Cosy*. This involved linking both the students and the instructor to the network, having the course readings available on-line, and exchanging comments and discussions on the network. Similarly at St. Mary's, a system called *Viper* allows resources to be stored and interactive discussions to take place. In addition, the *Viper* system is linked to the Internet, providing a means of interchange with other universities overseas.

Speaker Series. Dalhousie, Guelph, and Halifax universities all have a Visiting Lecturer Series which bring in distinguished scholars or practitioners.

5.1 Input from the Field of Practice After presentations from the various programs, further input was received from the UNDP and Costa Rican participants; from Caryl Abrahams, Director of the Canada-Asia Partnership Program within the Division of International Development at the University of Calgary; and from Chris Smart of our partner agency, the IDRC. The practitioners made several points: first, that "the development field" is not necessarily just the developing world; it is the entire world including our own backyards. The field can be found in our own aboriginal reserves, our urban streets, and our own parks and forests. Given the downsizing occurring in many international agencies, students and instructors would do well to **explore opportunities for development work closer to home.**

Second, the practitioners stressed **the importance of combining theory and practice.** Extending the practical component into the classroom would require exploring more opportunities for students to obtain hands-on experience as well as providing better training to students to prepare them for these practical field experiences. Also discussed were the problems encountered by students who were sent to the field without proper training. These students tend to lack the cross-cultural awareness skills, the language skills, and familiarity with the principles of participatory development. Another approach to strengthening the melding of practice and theory would be to provide field learning experiences to those who teach in Development Studies programs.

Third, the practitioners stressed **the importance of interdisciplinarity** as an approach to Development Studies and the advantages of a liberal education linked to an international outlook.

Fourth, it was recognized that a project to enhance and/or strengthen Development Studies needs to **address the following challenges:**

- Enhance pedagogy
- Offset declining resources
- Facilitate sharing and linkages among programs
- Convince sceptics of the importance and significance of Development Studies
- Reconcile the program's range and focus
- Improve program instruction
- Win support for interdisciplinary teaching and learning
- Become a focal point for other disciplines
- Boost, supplement, sustain volunteer efforts
- Ask the "forensic question": What would be the result of not having Development Studies Programs? What would we have lost if Development Studies programs did not exist?

5.2 Workshop Recommendations [\(\)](#)

Coordinators, instructors, and students met in separate groups to discuss action recommendations. The following were proposed by each group.

Recommendations from Instructors.

1. From the students' perspectives and from fieldworkers' experience, development programs would benefit from enhanced experiential learning components. The most preferred solution is the provision of a series of "experience" options for students, including some overseas experience 'in the field' either through a co-op program or a semester placement in some international project (following the appropriate preparation). However to make such options accessible to all students is probably not a 'financially sustainable' plan. We therefore think that "experiential learning" and "group activities" should be introduced as much as possible into the classroom and through fieldtrips within Canada.

The idea of a summer workshop for instructors, which would promote the teaching of participatory methodologies and experiential learning was supported by this group. The inclusion of students and fieldworkers in this workshop would help to create links required for the successful implementation of this proposal. We stress that this should not be thought of as a perfect substitute for student experience in the field, whatever form that may take (e.g., co-op programs, short- or long-term field trips, semesters abroad, or exchange programs with other universities). Development of a videotape and other supplementary materials from such a workshop might be feasible.

2. A second improvement in pedagogy which is of particular importance for teaching in interdisciplinary programs (although not exclusively so), is the ability to create a classroom experience which promotes creative and critical learning in an environment of tolerance and comfort. It is easy in a critical setting for some

students to become alienated and intimidated. Therefore, it is important for instructors to be able to sense when certain students may be ill at ease in a classroom situation when critical debate is being promoted.

Recommendations from Students.

1. Students need to be provided with the opportunity for practical experience in the field within their International Development programs, though not necessarily overseas. Program coordinators should encourage and assist students in these endeavors by providing training in such things as cross-cultural awareness, participatory action research, popular education, and facilitation. An ethical discussion of the proposed or on-going project (and its coordinating body) is critical, both before and after the experience. As well, a post field-work analysis is required and must be facilitated.

2. Students need and want stable and available resources, including access to faculty associated with, and knowledgeable about, the Development Studies program. Apart from this resource function, there should be faculty to provide academic program counselling.

Recommendations from Coordinators.

1. Develop a Summer Institute for Instructors

2. Adopt a project in the Southern hemisphere (e.g., Halifax's Gambia project), which Canadians can identify with and which could incorporate various components of the Development Studies program.

3. Develop a database incorporating various links, networks, development programs, courses, course outlines, topics, etc., which would be readily accessible. This could evolve into a sustainable system over years, enriching the interdisciplinary aspect of Development Studies.

4. Build an endowment fund which yields interest in perpetuity. Such a fund, if topped up by participating universities, might build up sufficient interest to support an experiential program for students.

5. Funds should be invested in a feasibility study with the objective of investigating possible options, pros and cons of overseas experience, etc.

Though these recommendations came separately from different groups, all the participants acknowledged the gap between theory and practice, and suggested that both students and programs would benefit from an emphasis on the 'experiential learning' component in Development Studies programs. The idea of a Summer Institute was conceived to further bridge the gap between theory and

practice.

Some other important initiatives were also suggested for incorporating students' experiences in Development Studies curricula. It was suggested that the coordinators should take local measures to enrich their respective Development Studies programs such as the following:

- Establish links with other programs in the university
- Establish links with international development projects at the university
- Establish links with local NGO's and development projects

The participants emphasized activities which offered the most long-term benefits to the programs, students, and faculty. It was in this spirit that the recommendation to develop the On-Line Resources proposal was unanimously endorsed.

Finally, all workshop participants were unanimous in their opposition to recent efforts in many Canadian universities to increase fees charged to visa students. There was consensus that international students are critical to maintaining diversity in a university environment and that significantly increased fees would only deter a large number of these students.

These recommendations formed the basis for subsequent deliberations to enhance Development Studies programs across Canada.

6.0 Planning for the Next Phase

Discussions on an action plan for the next phase started in the Fall of 1994. A Collaborative Activities Workshop was held in Ottawa (October, 1994) which was attended by coordinators, instructors, and our IDRC partner representative.

The workshop had two major objectives:

To discuss the recommendations from the Banff Workshop
To adopt a final action plan for the future of Development Studies programs
The Ottawa Workshop examined all the major recommendations of the Banff Workshop and concluded that future funding will be applied to two proposals, namely, the **On-Line Resources** and the **Summer Institute**. It was agreed that both these proposals had the best prospects of bringing long-term benefits to undergraduate Development Studies programs in Canada.

The Ottawa Workshop also established a sub-committee to initiate implementation of the final decision made with respect to the On-Line Resources and the Summer Institute proposals. The sub-committee met in Ottawa in January, 1995 and finalized the action plan for both proposals.

6.1 On-Line Resources () All participants at the Banff Workshop acknowledged the need to have on-line information available and accessible on all Development Studies programs, government and non-government organizations, and various programs and projects. On-line resources will increase the opportunities for intellectual exchange and for sharing of teaching and learning resources. The sub-committee decided that an On-Line Resources network ought to incorporate the following features:

- Each program's most recent university calendar description for Development Studies
- Faculty profile
- Course syllabi
- Field programs and work study opportunities
- Honours theses

6.2 Summer Institute () The Banff Workshop had viewed the Summer Institute as an important avenue for bridging theory and practice, providing instructors with greater exposure to field problems and issues, and strengthening the curriculum of Development Studies programs.

The sub-committee discussed the outlines and possible locations for the Summer Institute and finally decided that the benefits of holding the Summer Institute

overseas outweighed those of a domestic event. It was agreed that the Summer Institute may be held in Malaysia in January, 1996 for the duration of 15 days. An important element underlying the selection of a Southern site was to take further advantage of expertise from the region and to obtain on-the-ground exposure to development issues and challenges.

Some of the issues to be covered in the Summer Institute include:

- Hands on training for the use of On-Line Resources for contact with Southern colleagues and institutions
- The environment and sustainable development
- Gender and development
- Urban issues
- Participatory methodologies for development
- Process issues - the use of case studies and simulations in the classroom
- The use of electronic networks for teaching and research
- Rethinking development

A Summer Institute with a primary focus on students will be held in the second year. Planning for this institute will be done after the completion of the Instructor's Institute.

7.0 Conclusions: A Look Back and to the Future

7.1 Project Accomplishments

In general, the project met its overall goal of assessing the state of undergraduate Development Studies programs in Canada. It exceeded its project objectives by both sponsoring further collaborative planning among the program coordinators and completing some of the groundwork necessary to prepare for Phase Two. Several benefits have also been gained from the collaborative opportunities afforded by the project such as the following:

- **Opportunities for student exchange.** Under the framework of CUSEC (Canadian Universities Student Exchange Consortium), two Calgary students are spending full-year terms at St. Mary's and Dalhousie as part of their Development Studies programs. A student from New Brunswick plans to spend an academic term at Calgary next year. Possibilities also abound for students to participate in field courses with a development focus offered by other universities.
- **Opportunities for information exchange and enhanced program planning.** Information about other similar programs around the country provides a useful base from which one can assess one's own program and do strategic planning. **Calgary**, for example, conducted a program evaluation of its undergraduate Development Studies program resources and curriculum using data from the study as a point of comparison. Information from other program syllabi was also useful in strengthening material for Calgary's own core offerings. The **Trent** program has started a newsletter which is distributed internally and externally to the other programs.
- **Opportunities for enhanced teaching approaches.** Sharing of information among programs has identified novel course offerings such as the "virtual course", or one that is offered entirely on-line, with students not just from the host university but also from around the world. Such courses are also able to take advantage of expertise and facilitation from international participants. Such courses have been available from **St. Mary's**. Both **Guelph** and **Wilfrid Laurier** have cooperated in this mode of course delivery as well.
- **Opportunities for program promotion.** Heightened awareness among programs of their internal strengths, appeal to students, and perceived importance of the field has encouraged coordinators to enhance their promotional efforts, both internally and externally. Efforts to underscore the significance of these programs in the context of university globalization

efforts have intensified.

7.2 The Broader Outlook for Undergraduate Development Studies

The primary focus of this study has been to describe the various undergraduate Development Studies programs in Canadian universities. In general, we have found an academic field that has progressively grown in the last ten years since the first examination of the field was conducted. The growth has been in the numbers of programs with majors and minors in various universities, the numbers of students interested in the field, and the perceived importance of this academic area among those who coordinate, study, and teach in, these programs.

It is a program area that has developed in spite of daunting odds: limited financial resources, a small teaching resource base that often is "borrowed" from or shared with other academic areas, a university environment increasingly constrained by budget cuts, and external stakeholders such as NGO's and international assistance agencies undergoing similar cutbacks.

Despite these constraints, we have found a vigour, dedication, and idealism among the programs' administrative, instructor and student populations that have become fertile ground for these programs to flourish. Other factors in the external environment provide further reason for optimism. These include the increasing attention to globalization efforts within universities, a growing openness to interdisciplinarity and interdisciplinary programs within these academic environments, and changes in the international environment such as more open economies and the proliferation of communication and information technologies which support an increasingly international outlook.

A number of challenges remain for these programs, embodied in the following questions:

- **How do we continue to merge theory and practice?** Both students and instructors recognized the importance of understanding theoretical ideas within which to frame development issues. However, both also pointed to the need to bring theory closer to development practice, recognizing that lessons from the field are as likely to enrich the theory-building activities in academia.
- **How do we enrich our resource base through collaborative activities?** A number of programs have already begun to share instructional resources through joint course development and course offerings. The opportunity to learn from each other by sharing more information on curricula, research studies by program instructors and students those teaching and and

- **How do we expand educational opportunities for our students?**
 These opportunities have been described in terms of opportunities to study or work abroad and to enhance career prospects. Discussions among instructors and practitioners emphasized the need to expand our definitions of *development* and to communicate these to our students, many of whom still think of development in terms of overseas work,
 - primarily in the "third world". The opportunities for doing development work right here in Canada ought to be more fully explored and exploited.

- **How do we expand the impacts and benefits of development studies to other areas of the university?** The benefits gained by exposure to international issues and to issues that surround development processes in all countries should be more widely available beyond the small pool of students who major or those who teach in the field. Encouraging students with majors in other disciplines to minor in this area is one step in this direction. The bigger challenge is to attract those from areas not traditionally linked with development studies such as students from the sciences and engineering and those from management.

In considering these questions throughout this study, we have summarized some recommendations that have been articulated in the various phases of our information-gathering activities:

1. Differential fees for visa students should be condemned and strongly opposed. International students add to the diversity and vitality of any university and, while not necessarily involved directly in development studies programs, contribute to these programs in a number of ways. Students, instructors and coordinators were unanimous in making this recommendation.

2. The classroom environments for the study of development should be enhanced by diversifying content, resources and pedagogy.

3. Linkages between development studies programs and the institutional nodes within the field of development such as the professional and academic association, CASID, the journals, and organizations such as WUSC should be strengthened.

4. Programs should strengthen their linkages with NGO's in their local communities. This could increase opportunities for closer connections between theory and practice, expand volunteer, coop or work-study opportunities for students, and further enhance ties between the university and the community. These linkages also allow programs to expand their conceptions of development practice beyond the international or "developing world" arenas.

5. Programs should continue to promote their *interdisciplinary* base. In recent years, an increasing openness to interdisciplinarity has given more currency to such areas as environmental studies and international or development studies.

6. University administrations should continue to support interdisciplinary programs like Development Studies and should facilitate efforts at greater inter-faculty and interdepartmental collaborations.

7. Programs and their university administrations should further promote efforts at inter-university collaborations. CUSEC, or the Canadian University Student Exchange Consortium, is an excellent step in this direction. Collaborative instructional development efforts should also be encouraged.

Where do we go from here? Collaborative planning among the programs has identified two opportunities to meet these challenges. First is through a **Summer Institute** designed to meet the objectives of curriculum enhancement. Such an Institute will attempt to strengthen instruction at the core level by exposing instructors to the range of interdisciplinary issues in the field, provide exposure to theory-practice issues, provide training in innovative pedagogical approaches, and provide a basis for developing teaching resource materials.

The second is through an **On-Line Resource** network. This electronic link will continue to link the programs together, to share information and resources, and to promote research, teaching, and educational opportunities.

These are small but significant efforts to meet the larger goal of strengthening undergraduate Development Studies in Canada.

APPENDIX D

Development Studies at Sussex

The School of African and Asian Studies (AFRAS), with its involvement in Development Studies has carved a special place for itself among institutes of higher education globally. AFRAS offers degrees with Development Studies in combination with a number of traditional major subjects to approximately 600 undergraduates. Three years' degree courses are available in Economics, English, Geography, History, Politics, Social Anthropology and Sociology. Those reading French are required to spend an additional year abroad at a university in a Francophone country.

In the Development Studies program at the AFRAS, the first two years are common to all subjects. The first year foundation is in three parts: Economy and Society, Colonialism and After, and Issues in Development. During the second year of systematic study, students opt for one of four major courses in development: Agrarian Transformation, Development and the State, Development and the International Economy, or Environment, Ecology and Development. In the third year, students specialize in specific fields such as Aid and Projects, Exporting Apartheid, International Communications, Japan and Third World, Modernization and Development, Women in Rural Production Systems, etc. Thus the Development Studies program at the AFRAS is concerned with a wide range of historical and contemporary issues of the Third World.

APPENDIX F
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TABLE 1
Development Studies Program Demographics n = 11

n = 11

INSTITUTION	PROGRAM	Duration of Program	Current Enrollment of Students Major/Minor	International Students in 1992/93	The Status of Enrollment in the last five years (1989 - 1993) Percent		
		YEARS	NUMBER	PERCENT	Increasing	Decreasing	Stable
MAJOR							
1. Dalhousie University	International Development Studies Program	7	123		106		
2. Saint Mary's University	International Development Studies Program	8	75	20			
3. The University of Calgary	Development Studies Program	8	32	0	25		
4. Trent University	Comparative Development Studies	19	194	5	190		
5. University of New Brunswick	International Development Studies Program	15	6	6.1	7-10		
6. University of Guelph	Collaborative International Development Studies	15	398	8	144		

	Program						
7. University of Toronto	International Development Studies Program	12	60	0			
8. Wilfrid Laurier University	Development and International Studies	3	20	0	15		
9. Menno Simons College (The U. of Winnipeg)	Social and Economic Development Studies	6	21	10	85		
MINOR ONLY							
10. McGill University	International Development Studies	2	34	5	26		
11. Trinity Western University	International Studies Program	1	12-15	25			

Table 2
Types of Development Studies Programs

INSTITUTION	General Major	Double Joint Major	Honours Major	Advanc ed Major	Advanced Double Major	Honours	Joint/ Combined Honours	Single/ Honour s Major	Min or
1. Dalhousie University	yes	.	.	yes	yes	yes	yes	.	.
2. Menno Simons College (The U. of Winnipeg)	yes	yes	.	.	.	.	.	.	.
3. McGill University	.	.	.	.	.	.	.	.	yes
4. Saint Mary's University	yes	.	yes	.	.	.	.	.	yes
5. The University of Calgary	yes	.	yes	.	.	.	.	.	.
6. Trent University	.	yes	yes	.	.	yes	yes	yes	.
7. Trinity Western University	.	.	.	.	.	.	.	.	yes
8. University of Guelph	yes	.	yes	.	.	yes	yes	.	.
9. University of New Brunswick	yes	yes	.	.	.	.	yes	.	yes

10. University of Toronto	yes	.	.	.	yes	yes	.	.	.
11. Wilfrid Laurier University	yes	.	.	.	.	.	.	.	yes

TABLE 3
Experiential Components in Development Studies Programs
n = 11

n = 11

	REQUIRED		OPTIONAL		DO NOT EXIST
	Number	Institution	Number	Institution	
Internship or Practicum in Canada	0	0	3 (27%)	Menno Simons College Saint Mary's University University of Guelph	8 (72%)
Internship or Practicum Outside Canada	1 (9%)	University of Toronto	6 (56%)	Dalhousie University Menno Simons College Saint Mary's University Trent University Trinity Western University University of Guelph	4 (36%)
Co-op Program	0	0	2 (18%)	The University of Calgary University of Toronto	9 (81%)

Study Abroad Program	0	.	7 (63%)	Dalhousie University Menno Simons College Saint Mary's University Trent University Trinity Western University The University of Calgary University of New Brunswick	4 (36%)
Language Requirement	2 (18%)	Dalhousie University University of Toronto	5 (45%)	Saint Mary's University Trent University Trinity Western University The University of Calgary University of Guelph	4 (36%)
An Undergraduate/Honours Thesis	3 (27%)	Dalhousie University Saint Mary's University University of Toronto	2 (18%)	Trent University The University of Calgary	6 (54%)

TABLE 4
Comparison of Development Studies Major's Core Requirements

UNIVERSITY	CORE REQUIREMENTS	OPTIONAL COURSES
Dalhousie University	Introduction to Development Studies Seminar in Development Studies Honours Essay on Practicum in Development Studies	One from each of the following areas: Earth Sciences Economics English, French & Spanish Environmental Studies Health Services Administration History Ocean Studies Political Science Sociology & Social Anthropology Women's Studies Biology
Menno Simons College (The U. of Winnipeg)	Introduction to Social & Economic Development Studies Seminar in Development Studies	Four of the following: Poverty Alleviation in Development Agricultural & Rural Development Analysis of Development Aid Policies Issues in Third World Development The Developing World Internal Development International Development Politics of Development in the Third World Gender Relations in Developing Societies
Saint Mary's Univ.	Introduction to Development Studies	At least one of the following: Development Economics Problems of Development OR Sociology of Developing Societies
The Univ. of Calgary	Introduction to Development Studies Women in Developing Societies Seminar in Development Studies	One from each of the following areas: Development Theory (Economics, Geography, Political Science or Sociology) Belief Systems Comparative Studies Ethnic Studies Environment Studies Cross-cultural Communication Political & Economic Theory
Trent University	Comparative Development 100 Comparative Development 200	One of the following: South Asian Development 300 Comparative Development Anthropology 301 - Africa Comparative Development Anthropology 304 - Latin America Comparative Development History Modernity & Development The Emergence of Africa Current Theories of Development - 400
University of Guelph	Introduction to Macro-economics	One of the following: World Agriculture & Economic

	<p>Introduction to Micro-economics Introduction to the Economics of Developing Countries Economic Statistics OR Basic Statistics Third World Urbanization Geography of the Third World Europe in the Age of Expansion Introduction to the Politics of the Third World Comparative Public Administration OR Political Economy of International Relations Introduction to International Development Introduction to Women's Studies Advanced Seminar in International Development Anthropology</p>	<p>Development International Communication Rural Extension in Change & Development Plus one regional course</p>
<p>U of New Brunswick</p>	<p>Introduction to Third World Studies Seminar on Third World Studies Honours Thesis in Third World Studies</p>	<p>At least six of the following: Economic Development Geography of Development & Modernization Making of the Third World: Historical Origins & Development Government & Politics in Development Countries I & II Introduction to World Politics I & II Women & Development Theories of Third World Development Native Indian Peoples of Canada Peoples of Africa Native Canadians: Contemporary Issues African Society: Contemporary Issues Mass Communications, Anthropology & Development Development & International Studies Field Work Multinational Enterprises International Trade Critical Theory of Mass Media Developing Nations Europe & the New World North & South America Canadian Indians of the Western Woodlands Canadian Indians of Plains & Pacific Coast Politics in Developing Countries I & II Psychology Perspectives World Peace, Conflict, & Aggression Quest for World Peace</p>

		<p>Social & Political Philosophy Philosophy of Law Asian Religions I: India & II: China & Japan Work, Religion, & Cultural Systems in</p>
<p>University of Toronto</p>	<p>Political Economy of International Development</p> <p>Physical & Ecological Resource Management</p>	<p>At least six Full Course Equivalent's of the following: Social & Cultural Anthropology Complex Societies: Anthropological Perspectives on Development Environmental Biology Economic Development Development Policy Introduction to Soil Science Soil Management in Tropical Regions International Relations Politics & Society in the Middle East Politics & Society in Latin America Social Change in the Third World Ecological Anthropology The Americas: An Anthropological Perspective African Cultures and Societies I: Survey Comparative Slavery Cultures of the Middle East & the Islamic World African Cultures & Societies II: Case Studies The Anthropology of Women Economic Anthropology Political Anthropology Quantitative Methods in Anthropology Fieldwork in Social & Cultural Anthropology Medical Anthropology: Illness & Healing in Cultural Perspective Medical Anthropology: Biological & Demographic Perspective The Anthropology of Food: Human Needs The Anthropology of Food: Consuming Passions</p>
<p>Wilfrid Laurier Univ.</p>	<p>Introduction to Development & International Studies</p>	<p>At least two of the following:Theories of Third World Development Economic Development Geography of Development & Modernization The Making of the Third World Government & Politics in Developing Countries I & II Introduction to World Politics I & II Women & Development Introduction to International Relations Religion & Society Sociology of Development & under development</p>

<p>McGill University (Minor in IDS)</p>	<p>Anthropology of Development Transformation of Third World Societies Economic Development Political Change in the Third World Sociology of Development & under development Geographical Perspectives on World Environmental Problems The Geography of the World Economy</p>	
<p>Trinity Western Univ. (Minor in IDS)</p>	<p>Issues in Third World Development International Politics Politics & Government of Developing Countries Theory & Practice of Development Seminar in Third World Issues</p>	<p>Three additional courses selected from an approved list</p>

TABLE 5
Number and Nature of Appointments in Development Studies Program (n = 11)

INSTITUTIONS	FULL TIME	PART TIME	
		(Full-time appointments in other departments but teaching courses in Development Studies)	(Sessionals without full-time university position)
Dalhousie University	.	30	.
Menno Simons College (Affiliated w/The University of Winnipeg)	2	5	12
McGill University	.	16	.
Saint Mary's University	.	.	16
The University of Calgary	.	2	1
Trent University	4.3	.	1
Trinity Western University	2	.	1
University of Guelph	.	30	.
University of New Brunswick	.	12	.
University of Toronto	.	20	.
Wilfrid Laurier University	.	25	.

These totals are approximate numbers provided by the coordinators

TABLE 6
Assessment on How Well the Development Studies Program Prepares
Students for Professional Work in Developing Areas (n = 11)

	WELL	FAIR	POOR
For understanding global issues	10 (90%)	1 (9%)	0
For graduate work in Development Studies	8 (72%)	2 (18%)	1 (9%)
For career opportunities	4 (36%)	6 (54%)	1 (9%)

TABLE 7
Ratings of Development Studies Resources (Frequencies)
n = 11

	GOOD	FAIR	POOR
Library (books, journals)	6	4	1
Audio-visual resources	3	5	3
Information technology resources (i.e. e-mail, Internet)	10	1	0
Teaching personnel	10	1	0

TABLE 8
Elements That Would Strengthen Development Studies Programs
(Frequencies) n = 11

Internship or practicum: within Canada	1 0
Internship or practicum: outside Canada	1 0
A study abroad program	8
More faculty research on development	8
More or better teaching resources, etc.	8
More faculty experience in development settings, on development problems	7
A co-op program	5
A language requirement	5
An undergraduate thesis	3

Profile of Instructors
TABLE 9
Home Faculties and Disciplines
n = 179

Faculties	
	Percent
Arts	35.2
Social Sciences	27.4
Arts & Sciences	21.3
Others	16.1
.	.
Disciplines	
	Percent
Political Science	20.7
Geography	20.1
Economics	17.9
Anthropology	10.6
Sociology	10.1
Interdisciplinary	5.0
Other	16.6

TABLE 10
Experience in Developing Countries

A. NUMBER OF COUNTRIES VISITED
n = 179

Number	Percent
none	17.9
one	28.5
two-three	31.3
four +	20.7

B. DURATION OF STAY
n = 179

Duration	Percent
< two weeks	21.8
two weeks - < six weeks	30.2
two months +	33.0

C. PRINCIPAL PURPOSE OF VISITS

n = 179

Purpose	Percent
Research	43.0
Field Work	40.8
Conference Participation	33.0
Personal Visit	25.1
Teaching	17.9
Contract	14.0
Voluntary Work	7.3
Other	.

TABLE 11
Professional And Research Experience

A. Employment (Contract or Otherwise) by Agency in last five years
n = 179

Agency	Percent
CIDA	16.9
IDRC	9.6
NGO	9.0
International Agency (e.g. UN, World Bank, etc.)	12.9
Consulting Company	14.0
Other	2.8

B. Grants and Contracts for Research in the last five years
n = 179

Yes 54.5%	
Sources	Percent
University	27.5
SSHRC	25.3
IDRC	12.4
CIDA	9.6
Other - Ford Foundation	1.7
FCAC	0.6
No 44.4%	

Percentages may not add up to 100% because of non-responses

TABLE 12
Areas of Interest in Courses
n = 179

	Principal Interest	Secondary Interest	Marginal Interest
Theories of development and underdevelopment	55.3	27.9	6.7
Country case studies	46.9	34.1	7.8
Contemporary problems of international relations between industrialized and developing countries	40.2	29.6	10.1
Regional development, urbanization, migration, etc.	32.4	35.2	11.7
Environment development	25.7	35.8	17.9
History of the evolution of the international economy	25.7	38.0	20.7
Gender and development	25.1	33.5	16.8
Promote education about development issues to develop global citizens	21.8	20.7	22.3
Other, please specify:	19.0	5.6	1.1
Development planning	14.5	30.2	29.6
Canada - developing countries relations	12.8	29.6	29.1
Role of development studies	9.5	27.4	33.0
Quantitative and statistical techniques	5.0	16.2	43.6

TABLE 13
Development Studies within Specific Departments
n = 179

A Limitation	48.6 %
An Advantage	19.6 %
No Opinion	25.1 %

TABLE 14
Profile of Students
n = 51

Age	Percent
< 20	11.8
20 - 21	43.1
22 - 23	23.5
24+	19.6
Year	Percent
First	7.8
Second	29.4
Third	23.5
Fourth	27.5
> 4th	3.9
After degree	5.9
Gender	Percent
Male	21.6
Female	76.5
Years of Full-Time Experience	Percent
None	54.9
1 - 3	21.6
4+	15.8

TABLE 15
Choice of International Development as Field of Study
n = 51

First Choice 69.2%	
Reason for Choice	Percent
Personal Interest in Development Issues	43.1
Travel Experience in the South	19.6
Interest in Working for International Agencies	19.6
Others	13.7

TABLE 16
Career Preparation/Plans
n = 51

Which of the following have you done or plan to do as part of your program?

Study foreign language	88.0%
Work for Int'l agency/NGO/ private sector overseas	74.4%
Work for Int'l agency/NGO/ private sector in Canada	69.2%
Do study abroad	59.0%
Enter honours program	33.3%
Participate in co-op	23.1%

Plans: "What are your plans immediately after graduation?"

Find job in Canada	24.5%
Apply to graduate school	20.4%
Travel	20.4%
Find job overseas	16.3%
Apply to professional school	14.3%
Other	2.0%

TABLE 17
Ideal Undergraduate Development Studies Program
by the Year 2000?
n = 51

	First Mention	Second Mention
More student services	39.2	9.8
Better academic resources	21.6	11.8
Better personnel resources	5.9	3.9

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