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The North-South Institute • L'Institut Nord-Sud

**“WHITE PAPER” ON
INTERNATIONAL DEVELOPMENT STUDIES IN CANADA**

The Canadian Association for the Study of International Development
and
The North-South Institute

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Foreword

This endeavour has involved the collaboration of many people.

Professor Emeritus *Gerry K. Helleiner* of the University of Toronto and Dr *Huguette Labelle*, Chancellor of the University of Ottawa, both distinguished members of Canada’s development community, have kindly agreed to act as two Eminent Persons, promoting this “White Paper” on International Development Studies in Canada. On behalf of the Steering Committee I would like to thank them for their support in this exercise, including their thoughtful comments on earlier drafts.

The members of the Steering Committee were *Paul Bowles*, Professor of Economics in the Department of Economics at the University of Northern British Columbia, *Jane Parpart*, Lester B. Pearson Chair in International Development Studies and Professor of International Development Studies, History and Women’s Studies at Dalhousie University, *Juan Tellez*, Director of Training and Research at the Atlantic Community Economic Development Institute and Adjunct Faculty at Saint Mary’s University’s International Development Studies Department as well as President of the Canadian Association for the Study of International Development (CASID), *Arja Vainio-Mattila*, Director of the Centre for International Studies at Huron College, University of Western Ontario and Past-President of the Canadian Consortium of University Programs in International Development Studies, *Henry Veltmeyer*, Professor of Sociology and International Development Studies at Saint Mary’s University and Editor of the *Canadian Journal of Development Studies*, and myself, *Ann Weston*, Vice-President and Research Coordinator at The North-South Institute (NSI). They were ably assisted in the course of the last 18 months by *Mary Hutcheon*, a doctoral student at Carleton University and by *Diane Pichette* at NSI. *Roy Culpeper*, President of NSI and a longstanding CASID member, also gave this initiative his support.

A particular word of thanks is owed to *Chris Smart*, recently retired from the Special Initiatives Division at the International Development Research Centre, where for several years he gave considerable support to the evolution of development studies in Canada, both through his interactions with CASID and the Canadian Consortium of University Programs in International Development Studies (CCUPIDS). He was closely connected to the Canadian area study associations and engaged with Canadian universities in their efforts to internationalize their activities and curricula. We look forward to working with his successor at IDRC, *Tim Dottridge*.

The process for the production of this “White Paper” began with a meeting in Toronto in May 2002, organized by the Canadian Association for the Study of International Development (CASID), at the annual meetings of the Congress of the Canadian Federation for the Humanities and Social Sciences. Many of those involved in the teaching and application of development studies gathered to consider what issues might usefully be addressed in a series of academic papers and ultimately in the “White Paper” itself.

Ten papers were then commissioned, some on a competitive basis, primarily to academics (faculty and students) from across the country. These papers were presented for discussion at the following annual CFHSS annual meetings at a CASID roundtable to academics, policymakers and practitioners. They were subsequently revised and will be published in a special volume of the *Canadian Journal of Development Studies/Revue canadienne d'étude du développement*, edited by Paul Bowles with Gisèle Morin-Labatut, in spring 2004. Thanks to the authors of those papers (their names are listed at the end of this document) for stimulating a lively debate and to the “debaters” who attended the Halifax meeting.

A special tribute is due to *Jamie Swift*, a freelance writer and author based in Kingston. CASID and NSI commissioned Jamie to write this paper drawing on the ten academic papers, the Halifax discussions, and a number of interviews with people in the development studies community as well as his own broad knowledge of the development literature. Several others from universities across the country kindly verified details of their development studies programs for inclusion in the Annex.

Finally I would like to thank the International Development Research Centre for their financial support of this initiative as well as their program grants to CASID and NSI. These are only three of the many critical ways in which IDRC has helped to promote and expand development studies in Canada at the same time as promoting research in developing countries.

Ann Weston
The North-South Institute
October 2003

Acronyms

| | |
|---------|---|
| AUCC | Association of Universities and Colleges of Canada |
| BA | Bachelor of Arts |
| BSocSci | Bachelor of Social Sciences |
| CASID | Canadian Association for the Study of International Development |
| CCASLS | Canadian Council of Area Studies Learned Societies |
| CCIC | Canadian Council for International Co-operation |
| CCUPIDS | Canadian Consortium of University Programs in International Development Studies |
| CEGEP | Collège d’enseignement général et professionnel |
| CFHSS | Canadian Federation for the Humanities and Social Sciences |
| CIDA | Canadian International Development Agency |
| CJDS | Canadian Journal of Development Studies |
| CURA | Community-University Research Alliances |
| DFAIT | Department of Foreign Affairs and International Trade |
| FAO | Food and Agricultural Organization |
| GNI | Gross National Income |
| IDRC | International Development Research Centre |
| IDS | International Development Studies |
| IMF | International Monetary Fund |
| MA | Master of Arts |
| MSc | Master of Sciences |
| NGO | Non-Governmental Organization |
| NSI | The North-South Institute |
| ODA | Official Development Assistance |
| PhD | Doctor of Philosophy |
| SSHRC | Social Sciences and Humanities Research Council |
| SWAp | Sector-wide approaches |
| UNICEF | United Nations Children’s Fund |
| UNCTAD | United Nations Conference on Trade and Development |

Executive Summary

This “White Paper” makes the case for enhancing the study of international development in Canada. If “development” is all about an intentional activity aimed at promoting social and environmental justice, International Development Studies (IDS) will pique the interest and sharpen the analytical skills of young Canadians who will staff government departments, non-governmental organizations (NGOs) and even companies working internationally. If “development” is about broader, long-term social change, IDS will help us understand the way that the world is unfolding as we face the ever more urgent challenges from climate change to human security to global epidemics.

The study of development provides a window on the world of inequality and the possibilities of overcoming it both internationally and domestically. The study of development offers the prospect of increasing human understanding and solidarity. As we learn more about others, so we learn more about ourselves. From small beginnings some thirty years ago, IDS in Canada has become an established area of study in many of our universities. This “White Paper” examines why and how it can be supported into the future.

BACKGROUND

This initiative began in 2002 led by the Canadian Association for the Study of International Development (CASID), a multi-disciplinary association of academics, analysts and practitioners devoted to the study of international development in Canada, and The North-South Institute (NSI), Canada’s only development policy research institute. CASID and NSI determined that a review of IDS in Canada was needed to meet three objectives: first, to take stock of the remarkable rise in IDS; second, to document the contributions which this field of scholarship has made to theory, policy and practice; and third, to make recommendations for ensuring that IDS continues to build on its strengths.

These ideas were discussed at two CASID meetings – in Toronto in June 2002 and in Halifax in June 2003 – as part of the annual Congress of the Canadian Federation for the Humanities and Social Sciences (CFHSS). In the fall of 2002, several papers were commissioned from a number of academics, analysts and students of development studies, on a wide range of issues – from the definition, to the theory and the policy impact of IDS in Canada.ⁱ

FINDINGS

In Part I, *Setting the Stage: Canadians Confront Development*, the Paper describes the context for IDS – the present day need to understand the relationships between global inequality, growth, poverty and power; recent questioning about Canada’s engagement with the world; and the evolution of the development enterprise from a focus on

ⁱ The papers are listed at the end of this document.

economic growth and social policies to the broader concept of human development encompassing justice, ethics and values as well. The steady increase in IDS programs and graduates underlines that many young Canadians are eager to become directly engaged in this enterprise or to bring an international sensitivity to their future work in other fields.

Part II, International Development Studies in Canada, illustrates how IDS is unique especially in its interdisciplinary nature and its attempt to view the world through a Southern lens. Development theorizing and teaching has moved beyond its original concentration on economics to embrace a wide range of disciplines in the social sciences and humanities as well as new interdisciplinary areas such as environmental studies and gender studies. The field offers a rich array of competing theories from the certainties of modernization to alternative paradigms that question the very idea of development. This theoretical debate is attractive to many students, especially when the stakes are so high – global social justice and economic sustainability. In the era of “globalization” this debate takes on new dimensions as the successes and failures of globalization are analyzed. But some undergraduates would like more emphasis on the practical skills needed to make a difference.

In Part III, Against the Grain, the Paper points to the remarkable growth in IDS programs across the country. There are now over twenty universities across Canada offering degrees in IDS at the undergraduate level with still others being planned; a noteworthy trend when more specialized programs, where research might lead to commercial applications, were being encouraged by the federal government. This growth also coincided with the period when Canada was allegedly losing its place in the world, as measured by the decline in Canada’s official development assistance, amongst other indicators. Student interest is growing. Many universities offer the opportunity for students to do IDS courses as part of other degrees in fields as diverse as economics, health, business and law.

Canada has produced a large number of leading IDS scholars and Canadians have made significant contributions to a wide range of development theories and policies. Initially coming from the economics and political science disciplines, they have broadened to include scholars working in many different areas from anthropology, sociology and history to environmental studies, social work and women’s studies. Their research work has covered an inspiring range of subjects from the applied studies of African economies to gendered production in rural Yucatan and to how Southern experiences can inform Canadian domestic policy choices.

While younger generations of IDS scholars are emerging, the interdisciplinary nature of IDS appears to be a handicap in their achieving recognition, tenure and promotion in a number of universities. IDS relies on teachers and researchers grounded in particular disciplines. Publications in specialized journals in the field of their original degree specialization tend to be given more weight than in multidisciplinary journals. Support for the establishment of interdisciplinary programs and departments has been patchy as reflected in the difficulties in accessing resources in some universities despite the strong demand from students.

Many young Canadians come to IDS as a result of their visits to developing countries organized by many CEGEPs in Quebec or by agencies such as Canada World Youth or Canadian Crossroads International. Direct engagement with development issues is also an essential part of many IDS programs, involving study abroad programs, or in some cases the opportunity to examine development issues by working with organizations addressing poverty and social exclusion in Canada. Despite funding constraints and the continuing care needed to ensure equitable relations with developing country organizations that host the students, such programs are growing. They play a critical part in experiential learning – helping students to apply contending theories to real world development projects and policies.

In Part IV, The University, International Development and Internationalization, the Paper surveys the relationships between IDS researchers and Canadian policy-makers concerned with international development. The Canadian International Development Agency (CIDA) has a long history of working with Canadian universities and colleges, supporting various types of linkages with educational institutions in the South. These typically focused on more technical areas where developing countries were considered to have particular capacity needs. In the mid- to late 1990s, cuts in the overall aid budget coupled with a shift to primary education reduced these connections between CIDA and Canadian universities. More recently, however, there has been a resurgence of interest and in 2000-01 total funding for universities, colleges and research institutions amounted to \$98 million, of which some \$20 million went to some 40 Canadian universities and colleges.

The relationship between Canadian IDS researchers and CIDA policy analysts remains less well developed, according to a survey carried out for this paper. While half of the respondents reported that Canada’s six development priorities had influenced their choice of research focus, barely a quarter had had the opportunity to present their findings to CIDA. Many official analysts are not aware of ongoing research and expertise in the IDS community and the time pressures faced in the course of much policy making have not allowed for these connections to be explored. This was illustrated in the preparation of CIDA’s policy on sustainable rural development, and in a review of program-wide approaches, though in the case of land policy greater efforts were made to connect with some Canadian researchers in the field. Overall it seems that the degree to which Canadian IDS research affects policy is varied and unpredictable. Changes are needed on both sides to move the relationship towards a strategic and joint learning orientation.

University administrations could also play a different and proactive role. Many have embraced internationalization, encouraging changes to curricula, as well as joint projects and exchanges with Southern universities and enrolment of Southern students in Canada. But this has not necessarily implied a commitment to IDS or international development. Participation in international projects may not be adequately valued when considering tenure and promotion. Nor is there often sufficient awareness that the “transfer” of Canadian expertise to the South can be problematic.

RECOMMENDATIONS

In Part V, Recommendations, the Paper sets out 21 recommendations for enhancing the future of IDS in Canada in the 21st century. This requires a supportive environment for students, teachers, researchers, policy makers and activists engaged in IDS. It also requires that these compartmentalized worlds of IDS be opened to greater dialogue.

To achieve these two objectives, we present recommendations for governments, universities and colleges with IDS programs, for NGOs and for professional associations involved in development studies such as CASID, CCUPIDS and CCASLS.ⁱⁱ This is not a blueprint but a starting point for advancing IDS in Canada. It is value laden: it is our belief that IDS could and should play a larger role in the academy, in government policy-making and Canadian society more generally.

Short-term Recommendations (to be implemented within 2 years)

Recommendation 1: That government funding be increased (a) for programs that enable Canadians to experience the world, primarily in the early stages of their professional development; and, (b) for programs that enable foreign students and young professionals especially from developing countries to spend time during their professional formation in Canada.

Recommendation 2: That public administrators actively seek out and include Canadian IDS specialists as advisors as needed for a better understanding of the geopolitical challenges facing Canada, of the international dimensions of domestic mandates and duties, and of innovations to improve Canada’s contribution to global development.

Recommendation 3: That government granting councils such as the Social Sciences and Humanities Research Council (SSHRC) create a new research category for IDS, recognizing that it is now an established field of interdisciplinary research, teaching and scholarship; encourage research collaboration with partners in the developing regions of the world; join CIDA and IDRC to increase support for the institutional arrangements that promote IDS in Canada; permit Canada Graduate Scholarships to be used for study and research outside of Canada; and provide funds for NGO inputs to IDS teaching (field work, lectures and reports).

Recommendation 4: That universities and colleges recognize the importance of IDS and vigorously defend academic freedom.

Recommendation 5: That universities and colleges develop mechanisms for fairly evaluating interdisciplinary and development work for tenure and promotion, and other ways to support academics in IDS.

ⁱⁱ The Canadian Consortium of University Programs in International Development Studies and the Canadian Council of Area Studies Learned Societies

Recommendation 6: That the experiences of overseas students in IDS programs, and in Canadian universities and colleges more generally, be analyzed and appropriate responses be implemented.

Recommendation 7: That development NGOs work with government to review, redesign and expand the funding for internship programs for IDS students to gain practical experience.

Recommendation 8: That a study be commissioned from a professional association to produce costing estimates of the recommendations provided in this White Paper.

Medium-term Recommendations (2 – 5 years)

Recommendation 9: That greater interaction between policy-makers, policy analysts and academics be encouraged through secondment or exchange programs between government departments, development studies think-tanks and post-secondary institutions.

Recommendation 10: That granting councils such as SSHRC fund a targeted strategic research theme explicitly aimed at encouraging IDS expertise to do research on the increasing dependence of Canada on developing regions of the world.

Recommendation 11: That universities and colleges examine ways in which all IDS students can have the option of studying and/or working in a developing country or development context within Canada.

Recommendation 12: That visiting researcher/professor positions be established for Southern academics to participate in Canadian IDS programs. Such a program could be organized and funded through SSHRC, CIDA or the AUCC.

Recommendation 13: That universities and colleges examine the ways in which IDS can contribute to the education of students in other fields and to the “internationalization of the curriculum.”

Recommendation 14: That NGOs establish links with IDS programs in order to enhance the applied content of these programs and to draw upon the expertise and knowledge base available in IDS programs.

Recommendation 15: That a Development Research Advisory Council be created, spanning the research-practitioner communities, to set priorities for research on long-term development policy issues, to examine current development thinking and its relevance to Canada, and to study successful development processes.

Recommendation 16: That a series of Development Research Issue Papers be produced which would summarize the state of knowledge, including recent Canadian research, in specific areas for policy-makers, NGOs and/or private sector practitioners.

Recommendation 17: That associations increase the dialogue between the many disciplinary specialists working on development issues and the interdisciplinary-oriented IDS academics and practitioners.

Long-term Recommendations (5 – 10 years)

Recommendation 18: That the government encourage IDS research to establish new benchmarks against which to evaluate Canada’s interaction with the developing world.

Recommendation 19: That universities and colleges examine the scope for a mutually beneficial linking and joint offering of IDS programs in Canadian and Southern Universities.

Recommendation 20: That NGOs consider collaborating with IDS teachers and researchers, in Canada and in developing countries, to create joint training institutions.

Recommendation 21: That implementation of the recommendations made in this White Paper be evaluated.

Part I. Setting the Stage: Canadians Confront Development

A PROMISCUOUS NOTION

Development. News stories are routinely framed with familiar images of protestors intent on conservation sprawled in front of bulldozers contracted by firms equally determined to develop a gravel pit or a subdivision. Developers versus Environmentalists. In the South, such versions of development are symbolized by the dams that often uproot farm communities and building schemes that push aside squatter settlements where people displaced from the countryside have settled after arriving in megacities from Mexico to Manila.

Development, however, another meaning, different but related. For many people “Third World development” means the fight against poverty and disease undertaken by well-known global agencies like UNICEF¹ and Oxfam or the dozens of small Canadian groups like Presbyterian World Service and Development and Collaboration Santé Internationale. These latter are most always financially supported by the federal government’s Canadian International Development Agency. And there are as many approaches to defining and achieving development as there are United Nations agencies and donor supported charities, or “development agencies” as they prefer to be called because of charity’s connotations of Victorian-era noblesse oblige.

In 1998 over one hundred of Canada’s non-governmental organizations (NGOs) fashioned an “In Common” campaign whose message was that poverty is a social and a human construct, that the way global resources are distributed is not a matter of fixed economic laws but of political choices. Reflecting on its fifty years of development work, Canada’s NGO community declared that it had learned a lot about what it would take for everyone on earth to gain food security, health care, human rights, basic education and shelter. It appealed to self-interest as well as humanitarian impulses.

What’s required is a vision and a will; a vision of what’s possible when we work together, and the will to implement it. Today, more than any other point in human history, we recognize the fragility of our planet, and understand that there is an intimate interconnection between its citizens. As well, most of us are aware that the growing gap between rich and poor is not only morally reprehensible, but also causes instability and insecurity for everyone.²

This version of development seems altogether different from damming rivers or erecting malls in the midst of shantytowns. The NGOs believe something that can be made to happen by “various agencies, including governments, all kinds of organizations and social movements.” This from a development studies textbook written for Britain’s Open University. The authors go on to differentiate this development from something that every high school student hears about in classroom discussions of the industrial revolution, the steam engine, enclosures and satanic mills – “an historical process of social change in which societies are transformed over long periods.”³

It is not only NGOs and government development agencies that concern themselves with the differing meanings of this promiscuous idea that is “development.” Academic researchers and university students have for a half-century been probing a subject that spans traditional scholarly disciplines like Economics, Sociology, Anthropology and Political Science as well as other new, interdisciplinary fields like Environmental Studies and Women’s Studies. Aside from the very meaning of the term “development,” controversies abound in International Development Studies (IDS). How useful is the notion of development? Is it the inevitable march of modernization or a smokescreen for the imposition of western style progress that can only consign societies to continued poverty? What about economic growth? Can you have “growth without development” (the title of a 1966 economic survey of Liberia) or, indeed, development without growth? Have we entered a “post-development” era? Is globalization simply a speed-up in a continuing historical process or something new altogether?

Though these questions may sound arcane to the uninitiated, the debates are important because they help to inform policy and practice. If development is all about an intentional activity aimed at promoting social and environmental justice, International Development Studies will assist in piquing the interest and sharpening the analytical skills of yet another generation of young Canadians who will staff NGOs and government departments. If development is about broader, long term social change, IDS will help us understand the way that the world is unfolding as we face the ever more urgent challenges from climate change to human security to global epidemics.

If, as is likely, development is both an historical process and a deliberate enterprise, this White Paper seeks to shed light on the fast-growing field of IDS in Canada and, along the way, show its importance in the era of globalization – whether globalization is itself new or not. The Paper emerged as part of an initiative of the Canadian Association for the Study of International Development and The North-South Institute. It resulted in a series of scholarly papers examining both the state of IDS in Canadian universities and theoretical issues in international development.⁴

The conclusion of one of these showed that, like any other field of scholarly undertaking, IDS reflected complex, shifting relationships between theory and practice.

After some 55 years of activity, whither development theory? One thing is clear. The wellspring of development thought has not yet dried up; it continues to generate ideas that fuel public policy or direct the actions of diverse agents in a broad and complex field. At the same time, many of these ideas do not translate into action, but serve as fodder for a number of unresolved debates in the academy. In this regard at least, development theory in its diverse forms and dimensions has shown itself to be resilient, refusing to be cast in one mould.⁵

Debate and disagreement are essential to any scholarly undertaking, from quantum physics to criminology. A dynamic field like IDS is no exception. Old verities are constantly questioned, new propositions contested and fresh insights emerge in the process.

A recent analysis of new perspectives on international development in Quebec concluded that globalization has made it all the more important to re-examine the theoretical understandings of development, both in the academy and particularly among development practitioners with an interest in rethinking the theory that underpins their work both at home and abroad.

Le contexte de la mondialisation et les évolutions paradigmatiques qui en découlent, continuent à sensibiliser tous les milieux autour des nouveaux enjeux du développement international. L'importance de repenser les modèles théoriques est principalement défendu par les chercheurs impliqués dans les recherches-action, attentifs à traduire les mutations des réalités sociales, politiques, environnementales dues à la mondialisation des échanges sur le terrain tant dans les pays du Nord que du Sud.⁶

What follows describes and analyzes the remarkable rise of a field of scholarship that seeks to address issues of global inequality, poverty and power. This White Paper appears in 2003, months after the health care system in Canada's largest city came close to collapse as a result of an epidemic that travelled with the speed of a passenger jet from southern China, also the source of the goods that crowd shelves of Toronto's dollar stores, clothing boutiques and computer outlets.

At the same time a respected Canadian journalist claimed that Canada had “stepped away from its spirited internationalism,” that its citizens “still don't get the big picture.”⁷ *Time* magazine waded in with a cover story about a country being “swallowed up with its own irrelevance.”⁸ Journalistic hyperbole, perhaps. But Andrew Cohen's book *While Canada Slept* had certainly struck a chord. It found its way onto the national bestseller lists because of a growing sense that this country needs a fresh appraisal of our place in an increasingly integrated world.

There is certainly a group of young Canadians who do get the big picture and are readying themselves, not to retreat from the challenge of global inequality and injustice but to promote emphatic foreign policies that would assist in giving voice to the world's poorest and most marginalized peoples. One of the background studies for this White Paper surveyed IDS students, uncovering a surprising worldliness among respondents. One of them pointed out that “There are very few people or communities who need to be saved. But (there are) many who need to be heard.”⁹

Our examination of the steady growth in interest in international development among Canadian scholars and students appears against the background of Andrew Cohen's claim that “our retreat from the world...has diminished us as a people.”¹⁰ Yet students emerging from the academy with IDS degrees in hand often carry with them a vision of Canada in the world, suffused with particular values. As one longtime instructor in Canada's oldest IDS program put it, an essential element in acting upon the problems confronting some of the world's poorest people is humility.¹¹

Not a bad place to begin when fundamentalisms both religious and ideological – together with the certainties of nationalism – abound. Not a bad place to end a search for values that might define Canadians or any other people who in search of a sense of freedom and justice at the beginning of a new century. The way that Karl Polanyi described the forces that animated the nineteenth century still has traction: “The conflict between the market and the elementary requirements of an organized social life provided the century with its dynamics ...”¹²

DEVELOPMENT AND DAMS IN THE DESERT

“In this part of the world,” Jack Laurence advised his wife as the tramp steamer approached the sunburnt Somali coast, “you have to learn that if you can't change something, you might as well not worry about it.”

Laurence was an engineer going to Somaliland to help the locals by building dams in the desert. His wife Margaret, an aspiring writer and an idealist of liberal sensibility, did not share her husband's pragmatic fatalism.

It was 1951. At 25, Margaret Laurence was beginning her life in Africa with a righteous disapproval of empire-builders. Her first view of the Mysterious East was a Coca-Cola sign in Arabic. By the time she left Somaliland she had become distinctly unsettled by the corrosive effects of colonialism and western ways. She was also struggling with ambivalent feelings about the westerners undertaking the development enterprise just then underway.

Laurence came to realize that she and some of the foreigners she met in Africa went “not as crusaders in a complete darkness” but partly to meet inner needs. Not simply as missionaries of progress but as “people in a world of people both different and similar to themselves.”¹³

The development enterprise has been called the first real act of global history, an unprecedented effort to engineer a world without hunger and disease. Since the Laurences arrived in Africa, hundreds of billions of dollars in aid have been spent, hundreds of thousands have embarked from Canada and other developed lands. Most were people who wanted to make a difference. Many Canadians concerned about global inequity have tried to do something about all of this, addressing what Michael Ignatieff has labelled “the needs of strangers.”

We all contribute to the official aid program through the tax system, but several generations of Canadians, spurred by both altruism and adventure, have attempted to put their ethics into action through the development enterprise. Moreover, many have returned home to make this their life's work.

In the early decades of international cooperation, there was a preoccupation with infrastructure, Gross National Product and a takeoff in economic growth.¹⁴ These narrow

indicators of development – still dominant in many powerful institutions – have today been joined by the recognition that human rights and political freedoms are not only fundamental components of human development but are themselves effective contributors to economic progress. Social justice requires social ethics, and vice versa. Nobel laureate Amartya Sen, an economist given not just to quantification of results, makes the point about these linkages in a book called *Development As Freedom*. When labourers are born bonded into semislavery or girl children are subjugated by a stiflingly repressive society, they are robbed not only of well-being but also of the ability to lead responsible lives. “Responsibility requires freedom,” writes the Nobel laureate.

All public policies are dependent on how individuals and groups in the society behave. These behaviours are influenced, inter alia, by the understanding and interpretation of the demands of social ethics. For the making of public policy it is important not only to assess the demands of justice and the reach of values in choosing the objectives and priorities of public policies, but also to understand the values of the public at large, including their sense of justice.¹⁵

Human development as informed by justice, ethics, and values. In an globalized era when the barriers of time and space are fast eroding. In a world where 85 per cent of the people live in developing countries, surviving on a mere 15 per cent of global income.¹⁶ A complex mix indeed.

This is the stuff of practical policy-making, for policy involves trying to change reality instead of simply being overcome by it. It is also a field of rich, provocative debate in the academy. In Canada, it has given rise in the past three decades to a new field of scholarly inquiry. International Development Studies has consistently attracted increasing numbers of our brightest, most idealistic and socially committed young people, prompting more of our universities to establish programs in international development. A 1984 survey found that despite resistance from within established disciplines to crossing disciplinary boundaries, IDS had begun to emerge at a number of universities, ranging from Trent and Guelph to the University of Toronto.¹⁷ Several others followed suit in the next twenty years (see Box A below).

The rise of IDS is remarkable given that it unfolded against a background of academic retrenchment. Government was reducing funding to higher education, shifting the burden of support to the shoulders of individual students who, in turn, were hearing that no job was secure anymore. Many worked while attending classes, and already knew that studying was an expensive proposition. Faculty had to do a lot more with much less funding. Many felt overwhelmed by the day-to-day requirements of teaching and conducting research in their fields. Nevertheless, as a recent study of the internationalization of Canadian undergraduate education concluded, “some professors continued to work to broaden the educational experiences available to themselves and to their students. It wasn’t easy.”¹⁸

Yet in spite of the obstacles it has faced, IDS is growing in Canadian universities. It will continue to sustain Canada’s internationalism, particularly when it comes to ensuring that

development assistance agencies, both public and non-governmental, are staffed with people who have a solid understanding of the nuances and complexities of the development enterprise. Canada has historically prided itself on being a mid-sized nation playing an important role in the world, not least in addressing the challenges of global poverty and inequity central to the development enterprise. The steady increase in IDS programs and graduates testifies to the fact that young people are eager to become engaged in this enterprise. Some will go on to careers in government agencies, international institutions, non-governmental organizations and private sector companies directly involved in international development, secure in the knowledge that, because they are attempting to intervene in a socio-historical process, theirs is not an activity that lends itself to easy measurement and short-term quantification.

Many more will go onto post graduate and/or professional degrees which lead to employment in an enormous range of institutions and activities in fields unrelated to helping Bolivian women finance micro-enterprises or bringing renewable energy to farm co-ops in Mali. But they will bring an international sensitivity to their work – and to Canadian society. This is as important as increasing Canada’s overseas development assistance. Indeed, IDS sensitizes future community leaders to the most important problems facing a rapidly globalizing world. An informed, engaged public is vital if we are to sustain our internationalism in a country – and a world – where lives are becoming ever more interdependent. Call them the needs of strangers. Or global public goods. Whatever the label, the need for a globally-engaged citizenry has never been greater, particularly at a time when Canada’s role in a fast-integrating world faces mounting critical scrutiny.

Part II. International Development Studies in Canada

WHO STUDIES INTERNATIONAL DEVELOPMENT?

Who chooses to study international development in universities that offer a rich menu of choices from engineering to commerce to classics?

The two most recent surveys of IDS programs show that over 70 per cent of undergraduates are female.¹⁹ Instructors, graduates and undergraduates report that undergraduate IDS students are idealistic, with over half attributing their decision to take IDS to “humanitarian reasons,” though several went out of their way to distinguish “humanitarianism” and “social justice.” Group interviews revealed that these upper year undergraduates equate social justice with sustainable and positive change, rather than the temporary nature of a humanitarianism that, they believe, often neglects to challenge underlying power structures that generate the need for humanitarian assistance in the first place.²⁰

IDS students are accomplished linguists. A higher proportion of graduate students and undergraduates speak three languages than speak English only. More than half of undergraduates have spent some time in the developing world. Opinions differ on whether or not this classifies IDS students – and indeed IDS programs – as “worldly.” The investigators who surveyed IDS students in 2002-03 speculated that undergraduates may overestimate their ability to “do good” in the world, adding that their experience with lower year students suggested that the adjective “worldly” is by no means always applicable.²¹

The notion of worldliness is, of course, relative. At Queen’s, one of the full time staff appointed since Development Studies was started in 1997 explained that the young people who opt for development studies are cut from a different cloth than the average undergraduate. To graduate, they must undertake a field placement in a developing country and find their placements on their own. Many are engaged in campus organizations like Amnesty International or the student-initiated Queen’s Project on International Development that predates the formation of the formal Development Studies program.²² Indeed, that program would not have been inaugurated without sustained pressure from the students. “In all the lead-up there was student involvement,” said an instructor who was instrumental in establishing the program. “Once it started the students really carried it forward.”²³

This was borne out in a subsequent program review. One external assessor was impressed by the students who had addressed the committee, comparing the development studies at Queen’s to his own university, where IDS has five times the administrative support of the Queen’s program. “No group of Berkeley DS majors could match (the Queen’s students) eloquence and understanding of development.”²⁴ With universities increasingly conscious of image and status relative to other institutions of higher learning, such comparisons can make a difference. The program at Queen’s has proven so popular that only sixty per cent of second year applicants are admitted.²⁵

The worldliness of IDS undergraduates is typically tempered by a youthful enthusiasm that makes teaching a challenge because course content so often concentrates on massive inequalities and powerful critiques of the institutions and practices of the development enterprise. This can lead to cynicism or anti-intellectualism. It is crucial to nurture critical – but not pessimistic – thinking while simultaneously refocusing (but not dissipating) the enthusiasms of students who may bring to the classroom a moral certitude bordering on missionary zeal.²⁶

Are the young people who elect development studies any different than other undergraduates? Yes and no. One graduate IDS went on to doctoral studies before undertaking a career as an environmental advocate as part of the coalition that persuaded the federal government to ratify the Kyoto Accord. He summed up what separates the IDS undergraduates from the student body at large: “Rather than going to the clubs and bars, you’re going to the benefits. You’re still drinking and dancing, but you’re doing it for the cause.”²⁷

WHAT DO THEY STUDY?

The content of IDS programs gives the field an identity of its own. IDS is unique in that its main focus is on developing countries per se. It is an attempt to view the world through a Southern lens. It is also interdisciplinary.

International Relations and Global Political Economy programs might focus on the political and economic relations between states, patterns of international trade and investment, or the emergence of global corporations. Area studies might consider the effect of International Financial Institutions (IFI) conditionalities on Africa. The principal concern of IDS, however, is the interests and realities of the developing world. An IDS approach to global poverty and inequality might consider what national institutions and policies are needed to ensure that trade contributes to growth and poverty reduction, and what World Trade Organization rules would effectively promote the interests of the poorest countries, of small farmers and other vulnerable groups. What lessons can be learnt from those countries in Asia and elsewhere, which have succeeded in reducing poverty?

Such a line of inquiry presupposes a distinct worldview, one with which students (and many of their professors) in the rest of the academy may not be familiar. There is a kind of epistemological gap here. It gives rise to a completely different series of questions that confront students.

Why is the wealthiest country in the world the largest borrower of international capital? How can the USA run such large current and capital account deficits without being compelled to follow IMF conditionality? Why do developing countries not collectively default on their international debt? Why do developing countries not vote as a bloc at the IMF? What is the relationship between IMF conditionality and the terms of trade of developing countries? Why do some

developing countries receive international capital and others not? How important is the international migration of labour for developing countries and why are some more involved in this than others? Does integration into the international system inevitably transform the cultures of developing countries?²⁸

This from an economist. Sociologists or geographers involved in an IDS program would have different lines of inquiry, from the effects of aid programs on social structure to the spatial dimensions of rapid urbanization in the South. Since IDS encourages study from the local to the international level, it attracts students with a broad range of interests, all within the context of its view from the South.

The field offers a rich array of competing theories, from the certainties of modernization and Marxist dependency analysis to alternative paradigms that question the very idea of development, often adding inverted commas (“development”) in attempting to do so. Development theorizing has moved well beyond economics to embrace what one Canadian scholar called “postist view” – postmodernism, post-structuralism, post-colonialism, post-development, post-poverty.²⁹ Another has reacted caustically to such developments in development discourse with the claim that

discourse analysis does not seem to pose a significant challenge to development orthodoxy, as long as the language remains esoteric and narrowly focussed. In the rarified atmosphere of academia, the preference for the aesthetic and formal over the substantive allows for intellectual navel-gazing and escapism.³⁰

Still another Canadian development theorist (in collaboration with an English scholar) locates the idea of development in the nineteenth century, long before the post-war development enterprise got underway, arguing that development is an ambiguous idea different from the earlier idea of “progress” in that it emerged as an “intentional constructive activity” necessary to compensate for the negative effects of industrialism: “To develop, then, was to ameliorate the social misery which arose out of the immanent process of capitalist growth.”³¹ And finally, yet another development specialist with long Canadian experience, wary of the conceptual turmoil in the field, warned in a book entitled *The Rise and Fall of Development Theory* that “the prerequisite of any new development theory that aims to be *practical* must surely be the analysis of the now deregulated global market and the social forces whose developmental needs cannot be met within this system, and which can be expected to struggle against it.”³²

Aside from the fact that these theorists working in the Canadian academy all came from away (the Philippines, Chile, the USA, the UK), thus underlining the global nature of the academy in general and IDS in particular, two things stand out.

Firstly, development studies constitutes contested terrain. Students find competing theories fascinating, particularly when the stakes – poverty in wealth, the sustainability of the global economy – are so high. Secondly, students are inclined to civic engagement, so that theory is not enough. Many feel compelled to get personally involved in addressing

problems. One PhD candidate from India who was working as a teaching assistant at Canada’s largest university noticed that this often spills over into the classroom:

Students engage with what you’re saying. In development courses it is easier to get students talking. Usually they keep sitting and you ask them questions and there are silences and then someone says something. But here I have felt this palpable passion so you shoot a question at them and they say things. You can sense that students are interested in the material and they are there because they want to learn it.³³

This passion for the issues has given rise to some student frustration with the way that IDS is taught. IDS undergraduates surveyed about the way programs could be improved expressed a marked preference for a more practical orientation. The two most popular options were for the introduction or expansion of co-operative programs (22 per cent) and an increase in practical components (21 per cent), with a mere three per cent opting for more emphasis on development theory. Graduate students and foreign students, however, were less interested in practical skills training.³⁴

This is hardly surprising. It reflects the age-old tension between theory and practice, academic and vocational instruction, education and training. It will never be resolved, and it is up to IDS program administrators to strike the right balance so that it remains a creative tension. The issue seems to be compounded in IDS because of the disproportionate number of students who bring with them at least some experience of travel or volunteer work on development initiatives in the South. As one student put it,

The people who complain that there are not enough practical components are often the students who have the most practical experience. They seem to think that they are supposed to come here and develop certain skills that are going to help in their jobs. But the program should be directed towards thinking about and understanding the world, rather than learning specifically what we are going to do in it.³⁵

Another student described the way that her exposure to development theory had been “empowering” because it helped her to make the links between the theory of structural adjustment and loan conditionalities and their effects in the real world. “It’s really nice how it names what the hell is going on in the world.”³⁶

HOW DO THEY STUDY IT?

Development is often seen as a participatory exercise, in the sense of the French reflexive verb *se développer*. To develop oneself. At least this is how many now understand it – an active process of attempting to achieve human security. Certainly it is not a passive exercise that involves importing something, least of all a prepackaged item like a dam or a five year plan devised in a faraway capital. Understanding this complex process involves a consideration of the multiple dimensions of development. It is an ecological understanding in the sense that a crucial element of understanding ecosystems is the

knowledge that everything is connected to everything else. Development is multi-dimensional, at once social, economic, political, cultural and environmental.

The shift from a discipline-based approach to an interdisciplinary approach to IDS gathered pace in the mid-1980s, leading universities such as St. Mary’s to establish an interdisciplinary IDS program in 1989. It is now widely recognized that the study of development necessarily involves many different academic disciplines from the venerable economics to new players like women’s studies and environmental studies. Neither political science nor anthropology alone could, for example, successfully understand the impulse to construct a series of dams in India’s Narmada River valley. In an earlier era this might have been called Progress because it generated electricity and irrigation. Neither could economics or sociology by themselves understand the nature of the ferocious twenty-year (and counting) campaign of local resistance that gave rise to a co-ordinated effort on the part of international civil society, a relatively new actor in the development drama. And when historians look back at the Narmada experience, they would do well to ask how the belief systems of the people in the valley affected their response. Perhaps by then theology and religious studies will have finally found their way into development studies. For although IDS is itself a relative newcomer to the academy, it can, like other fields of study, be set in its ways. As one career development practitioner put it, “I could never understand why, in development, we talked about everything except religion, spirituality and morality. Those were not just non-words, they were dirty words.”³⁷

The starting point of IDS is straightforward. Any attempt to comprehend the way that developing countries fit into an increasingly globalized world “requires the collective insights of a number of different academic disciplines ... IDS recognizes ... interdisciplinary realities and encourages students to come to terms with them. It breaks down rigidly narrow disciplinary boundaries and avoids simplistic one-dimensional explanations of the nature of and prospects for development.”³⁸

Part III. Against the Grain

A GROWTH INDUSTRY

IDS has flourished in the Canadian academy against all odds. It has expanded steadily since the 1970s, attracting more students to more programs. Its growth in the 1980s and 1990s coincided with tendencies that should have militated against its success.

Along with many other institutions in fin-de-siècle society, universities have witnessed a steady increase in of market relations – and market-inspired thinking. Pressure on budgets has given rise to feelings of insecurity among staff and students. This can, without exaggeration, be described as a revolution of falling expectations. It has involved a shrinking sense of possibility, a tendency to see education in vocational terms and as a traded commodity, and a de-emphasis on the social sciences and humanities.

Many Canadian universities have reached into the world of marketing by attempting to brand their commerce schools, launching media campaigns (“Brock Means Business!”) aimed at raising their profiles and attracting students willing to pay high fees. Whether this trend reflects a simple need to create profit centres or an attempt by business schools to separate themselves from their own institutions so that they can be more easily privatized is uncertain. What is clear is that some Canadian universities charge at least \$40,000 for a year’s MBA tuition and \$65,000 to managers who undertake part time “executive” MBA studies; it is possible for professors to be paid \$750 an hour (on top of their regular salaries) for teaching in executive programs.³⁹ It would be no surprise if budgets for advertising university graduate business programs surpass total budgets for all Canadian IDS programs.

The continuing reduction of core funding for universities has been accompanied by rising tuition. Just before the academic year began in the fall of 2003, Statistics Canada released data showing that Canadian university tuition had increased by 170 per cent since 1990, during which time the consumer price index rose 30 per cent.⁴⁰ By the late 1990s some 40 per cent of students worked part-time while studying, with two out of every students holding jobs in some institutions.⁴¹ At the same time, universities were being compelled to do more with less, introduce corporate sponsorships of various sorts, deploy real or fictitious market devices to allocate resources, and adopt user-pay formulas increasingly familiar to citizens who use public services such as swimming pools.⁴²

In 2002 Industry Canada published a White Paper recommending that, in light of an increasingly competitive global environment, universities specialize in niche programs of research and teaching rather than offering comprehensive programs. The emphasis throughout was on research and innovation aimed at securing market opportunities. Deploying the familiar vocabulary of “training,” the White Paper recommended that “universities need to focus on areas of excellence, train greater numbers of highly qualified people in the skills required by the private sector and government, and more aggressively seek out commercial applications for publicly funded research.”⁴³

Human Resources Development Canada simultaneously issued its own White Paper setting out an ambitious set of goals that included an increase in graduate students by five per cent annually until 2010 and the assurance that 100 per cent of high school graduates have an opportunity to participate in post-secondary studies. Though it did note that there is an emerging gap in participation depending on socio-economic status, the paper was reluctant to make the link with reduced public funding and higher tuition fees.⁴⁴

At the same time that Canadian universities were dealing with financial woes and a shift in the ideological winds, the development enterprise itself was going through an intellectual mixmaster. Traditional notions of state-centred development (modernization, dependency) were being called into question by globalizing neo-liberals and postmodernist deconstructors. No longer valid was a development project that regarded the Third World as a homogeneous entity. What’s more, the very concept of progress and the “makeability of society” enjoyed diminishing traction. In some circles, the development pessimism of the 1980s was followed in the 1990s by the emergence of various versions of postmodern (non)development thinking.⁴⁵ Others, meanwhile, examined ways to reform the international economic and financial architecture so that global integration improves the well-being of people in all countries, and especially the poorest.⁴⁶

In 2002-03, Canada’s official commitment to ODA languished at 0.27 per cent of GNI, well down from a high of 0.53 per cent in 1975-76, when it still fell short of the official target of 0.7 per cent. Moreover, when the US Centre for Global Development and *Foreign Policy* magazine compiled their first Commitment to Development Index in 2003, Canada ranked eighteenth out of 21 countries surveyed. The comprehensive index included trade, investment, peacekeeping, migration, and environment policies in addition to the conventional measure of expenditures on ODA.⁴⁷

How did IDS flourish in a “post-development” era, when Canada’s official commitment to international development shrank? While Canada was allegedly losing its place in the world? When many universities were promoting more specialized fields like engineering, biosciences and commerce that were felt to produce more marketable outcomes rather than interdisciplinary programs in the social sciences such as IDS?

The simple answer is that more students are interested in studying international development so there is a strong demand for IDS programs. A brief history of the growth in recent enrolments is given in Box A, IDS: The Numbers. The growth has at least paralleled the general trend in undergraduate enrolment. While these data make no claim on the merit of IDS as a field of university instruction that deserves preferential treatment, they do show that IDS has been able to flourish despite limited support in some institutions. This is one measure of its claim on institutional resources. It seems reasonable, however, to believe that this quantitative measure is a sound indication of the appeal to the student of the qualitative strengths of IDS – its intellectual challenge, the relevance to the globalizing environment, the merging of several disciplines to better understand Canada’s place in the world – that are central to the themes of this White Paper.

As is so often the case, the situation in Quebec differs from that in the rest of Canada, in part because of that’s province’s distinct path to development, in part because of different – and to some extent more deeply entrenched – institutional commitments. Every autumn Quebec NGOs organize International Solidarity Days, an innovative program aimed at young people across the province.

Sans compter que, sensibilisés très tôt par des expériences de terrain dans les pays en développement proposées par les communautés religieuses, les organisations non-gouvernementales et les programmes de co-opérations disponibles dans presque tous les CEGEPs de la province, les jeunes Québécois et Québécoises constituent un bassin de population très en demande de programmes d’étude spécialisés autour du développement international.⁴⁸

Box A. IDS: The Numbers

Canada’s first IDS program (then called “Comparative Development Studies”) began at Trent University in 1974. Guelph and the University of New Brunswick undertook similar initiatives in 1978, followed by the University of Toronto in 1981. Calgary, Dalhousie, Huron University College, St. Mary’s, Menno Simons and Wilfred Laurier launched majors between 1984 and 1995 and McGill started a minor. New programs have since begun at Queen’s, York, St. Francis Xavier, the University College of the Fraser Valley and the University of Ottawa amongst others.⁴⁹ (For further details, consult the web-site addresses in Annex A, International Development Studies Programs in Canada.)

In recent developments:

*Dalhousie University has been forced to hold the line on enrolment growth in IDS because of resource constraints. Even so, declared concentrations and first majors increased by 28 per cent from 136 undergraduates in 1999-2000 to 174 in 2002-03. At the graduate level, the IDS program anticipates being able to accept 15-20 students from 140 applicants and reports that applications have been increasing steadily.⁵⁰

*At the University of Guelph, the number of students in the collaborative Masters program remained stable between 1995-06 and 2001-02. The program groups nine departments and schools. In the same period registration in the honours undergraduate program rose by some 75 per cent to 314 students.⁵¹ Meanwhile, undergraduate registration increased from 117 in 1996 to 149 in 2002.⁵²

*At Huron University College, where the emphasis is on understanding development in a cultural context, total program enrolment has risen from 18 in 1997-98 to 75 in 2001-02.⁵³

*At McGill University, where IDS has no separate budget and little administrative support, enrolment has increased steadily since 1992. Ten years later it had 466 undergraduates registered in majors and honours, more than any other department in the Faculty of Arts except for English and Political Science.⁵⁴

*At Queen’s University, Development Studies began in 1997-98, attracting 24 students. By 2002-03 there were 130 “medial” students (doing DS and another discipline) and another 40 “minor” students. Faculty report that they receive twice as many applications as they can accept for the DS program.⁵⁵

*At Trent University, where IDS in Canada got its start, five students majored in the program in 1978. By 2003, 124 students were enrolled as IDS majors.⁵⁶

*At St. Francis Xavier University, Development Studies began in 2001-02 with an enrolment of 12 students in the second year introductory course. The next year’s enrolment was 44.⁵⁷

*At the University of Toronto enrolment in the two core IDS courses (Political Economy of Development and Environment and Development) rose from 119 to 171 and 116 to 143 respectively between 2000-01 and 2002-03.⁵⁸

As well as these programs, many other university degrees now incorporate IDS as minors or courses in development studies as part of degrees in fields as diverse as business, history, law, social work, environmental and regional studies, to name only a few. There are also IDS courses being taught in several colleges, for instance as part of the post-graduate diploma in international project management at Humber College, and institutes, such as the Coady International Institute’s diploma in community-based development.

The against-the-odds success of IDS is to some extent market driven; universities are simply responding to student demand, though most IDS professors and students tend to share a view of the academy that emphasizes the provision of the traditional wide range of courses, particularly in the liberal arts. Theirs is not Industry Canada’s vocabulary, with its emphasis on getting “new ideas into the market more quickly.”⁵⁹ Nor do they regard students as buyers shopping around for courses that best satisfy their consumer needs. According to this logic, courses that are poorly subscribed – perhaps in classics, perhaps in philosophy – are likely to wither on the vine because they have failed the test of market demand. One study of IDS in Canadian universities, conducted by an IDS instructor and a graduate student, summed up the reaction of many of their colleagues, “There are still many in the academy...that (sic) view this market-based logic as an attack on their academic freedom and, by extension, on the integrity of the entire university system.”⁶⁰

Development Studies emphasizes a nuanced and critical approach that challenges students to question conventional wisdoms, particularly the established verities of the development enterprise. According to one student surveyed in 2002

What makes Development Studies unique is that students who venture into such programs do not see their education in a “student as consumer” manner. Their needs are to understand the complexity of power relations and cultural interactions around the world. Most importantly, however, development students must learn to think critically and question assumptions which guide most development thought. To focus the future of development on “the needs of students” puts too much emphasis on the consumer style education. What is being learned in development goes beyond such simplistic jargon.⁶¹

CANADA’S ENGAGED SCHOLARS

Canada has a small but significant cohort of scholars who have achieved international prominence in development theory whilst devoting themselves to teaching international development. Many have also sought through their research, writing and active engagement with policymakers and development practitioners to influence policy both in Canada, in other countries and in international organizations.

Canadians’ contributions to the theory and practice of international development have expanded over the past decades. In the formative years of IDS in Canada a number of “pioneers” stand out. Cranford Pratt, Gerald Helleiner, Colin Leys and Kari Polanyi-Levitt are all excellent examples of Canada’s internationally engaged scholars whose contributions have stood the test of time.

Following in the footsteps of these pioneers, many other Canadians have made significant contributions to development theory and teaching. Besides those who came from anthropology, economics, geography, history, international relations, political science, political economy and sociology, the field has broadened considerably to include others working on agriculture, business, culture, education, environmental issues, ethics, health, law, social work and women’s studies, amongst others.

Canada’s Engaged Scholars: Cranford Pratt

In 1984, the newly elected Conservative government sought advice from Prof. Cranford Pratt of the University of Toronto about sanctions against South Africa that would have more bite than those deemed appropriate during the previous 21 years of Liberal rule. Prof. Pratt, whose wife Renate was one of Canada’s leading church-based anti-apartheid activists, recommended targeting any Canadian loan or investment links to South Africa’s military and police. It was part of a key shift in Canadian policy, with critically engaged scholars and students playing a vital part of the civil society movement that had long been urging the government to take a harder line.⁶² Prof. Pratt (an academic founder of the University College of Dar es Salaam) has combined theory with practice by working as teacher, institution builder and adviser in the South, particularly in Africa during the 1960s and early 1970s.

The subjects they have addressed span an even broader spectrum such as:

aboriginal economic development in Canada; applied studies of African economies; Chinese rural reform; decentralization of development in Bhutan; the determinants of cereal grain imports in various African countries; the economics of iron deficiency; food safety standards and developing country agricultural exports; foreign agricultural workers in Canadian agriculture; gender, science and technology; gendered production in rural Yucatan; the history of Canadian aid; income distribution and labour markets in Latin America; issues of regional integration and globalization especially in Latin America; macroeconomic surveillance in Cambodia; a Marxist interpretation of African development; neoliberalism and the Chilean model; the neo-patrimonial state and its relationship to economic stagnation in Africa; participatory approaches to evaluation; the political economy of North-South interdependence; poverty reduction strategies; regulating capital flight; rules of origin as development tools; the savings-foreign aid nexus in developing countries; South Africa’s foreign policy and views on human rights; structural adjustment programs, aid and “good governance;” and trade in health services and the implications for developing countries. The list could go on; over the past thirty years there has been an explosion of contributions from Canadians to the study of international development. For these scholars, Canada has not, in Andrew Cohen’s recent words, been “asleep”.

Canada’s Engaged Scholars: Gerald K. Helleiner

The University of Toronto’s Prof. Gerald Helleiner, an eminent economist, served as the first Director of the Economic Research Bureau at the University College of Dar es Salaam from 1966 to 1968 before going on to a career as a researcher, teacher and advocate. Prof. Helleiner has consistently lent his expertise to UNICEF and UNCTAD⁶³ as well as to developing countries that often lack the technical expertise to effectively negotiate with international financial institutions. A distinguished trade theorist, Prof. Helleiner’s pioneering analysis of harsh adjustment prescriptions pointed out how the theoretical abstractions of conventional economics had little traction in the real world of development. He showed that free trade theory tends to ignore the fact that so much trade occurs within the transnational corporations that dwarf so many Southern economies.⁶⁴ His research and advocacy, consistent over many years, predated Prof. Joseph Stiglitz’s departure from the World Bank as chief economist and subsequent critique of the “Washington consensus” (*Globalization and its Discontents*, 2002) that forced many mainstream theorists to acknowledge the corrosive effects of neo-classical economics in the South.

Remaining engaged cannot be presumed. As an inter-disciplinary endeavour, IDS must still rely on teachers and researchers grounded in particular disciplines. IDS has reproduced itself in spite of overriding academic commitments to specialization (see “No-Trespass Signs,” below) but faces continuing challenges. There are few full-time jobs in IDS and those currently teaching the subject face ongoing pressure to meet the demands of their original specialties. Publications in specialized journals such as (in the case of political science) the *Canadian Journal of Political Science* or *Comparative Politics* count more than refereed contributions to *Third World Quarterly* or the *Canadian Journal of Development Studies*. Moreover, the road to tenure, promotion and

recognition lies not through IDS but through traditional specialization. According to one economist,

To qualify for entry into a discipline based PhD, students must already have a fair degree of specialization, which raises the question of how they accomplish that while pursuing IDS programs? It would be possible to switch from a BA in IDS to a specialized MA if students were careful in the credits they collect. It would probably be more difficult to switch from a one year MA in IDS to a specialist PhD, and it would probably be impossible in economics. This leads me to suspect that formal IDS programs are likely to have less appeal to those wishing to teach in the field than to others.⁶⁵

IDS is sustained by a dedicated group of academics committed to bringing an analysis of the subject’s complexity to young Canadians, helping them to learn about the multi-layered meanings of the development lexicon. In addition to the demands of students curious about this thing called the Third World or the developing world, this commitment has been the other factor in the success of IDS in Canada. “Most development studies programs have come to be as a result of a few dedicated faculty members pooling courses taught in a number of departments ...”⁶⁶

Canada’s Engaged Scholars: Colin Leys

Prof. Colin Leys is a leading scholar of development theory and African politics. His groundbreaking 1977 study *Underdevelopment in Kenya*, became a sort of scholarly samizdat, with tattered copies circulating illicitly after it was banned in that country. The book was crucial to the so-called “Kenya debate” over the relationship between the state, local classes and foreign capital. His work as co-founder of the Program of Studies in National and International Development at Queen’s led to the establishment of the Development Studies program there.⁶⁷ He also taught at a number of universities in East Africa. His 1996 analysis of development politics and theory, *The Rise and Fall of Development Theory*, has become a standard work for students interested in the trajectory of thinking about development in the South.

A longtime Canadian researcher and teacher is the author of an exhaustive institutional history of CIDA and Canada’s overseas development assistance program as well as being a key promoter of the flourishing development studies program at his university. He has noted how important it is to bring development back home by including in the curriculum material on Canada and international development and by exploring poverty, social and regional inequality, aboriginal issues, immigration and multiculturalism.⁶⁸ Drawing parallels with issues and problems familiar to the learner is, of course, familiar pedagogical practice. Comparing Canada’s development with that of other parts of the world with which we share a colonial past can be helpful.

One 1997 textbook by a veteran Canadian development studies teacher (a specialist in one of the traditional disciplines, history) introduced students to the history of the Third World. It explained that this place is both imaginary and real. Imaginary because it is

inhabited by people whose “otherness” is a product of Western exaggerations, because it is by no means homogeneous, because “development” and “modernization” (the inverted commas were by this time almost compulsory) were in large part the product of Cold War rivalries. Real because the unequal relations between South and North gave rise to social conditions that all too often conform to Northern preconceptions. The writer went on to explain that, to understand this Third World,

we must also consider the makeup of the First World, that is, the world encompassed within the boundaries of what is generally, especially in North America, called “Western civilization”... Most Western writers, however critical they may be of developmentalism, have been led to the conclusion that there is only one door marked “modernity,” and the keys to that door were cut in the West...⁶⁹

This instructor has been impressed by his most recent experience in teaching Third World history. He describes the interest of the students as “insatiable.” This instructor found himself teaching development studies at Queen’s, and how he got there sheds some light on the history of the development enterprise in Canada. He was in the first CUSO training group in 1962, going on to teach in Nigeria before spending 26 years at Concordia University’s history department. When he retired and moved to Kingston, Queen’s asked him to teach its course in the history of the developing world.

Canada’s Engaged Scholars: Kari Polanyi-Levitt

For several years Prof. Kari Levitt taught development studies at McGill University, where she is Professor Emeritus of Economics, and a number of other universities in Canada and the Caribbean. In 1970 she wrote a groundbreaking study of foreign direct investment in Canada, *Silent Surrender: The Multinational Corporation in Canada*, which was recently republished.⁷⁰ She subsequently focussed on the political economy of Caribbean development, and was invited to research and teach at the University of West Indies for several years. During this time she made a major contribution to Caribbean economics, writing about the tradition of Caribbean economic thought,⁷¹ and with Lloyd Best, another prestigious Caribbean economist, developed the plantation mode which has been called “an essential framework for understanding the economies of the Caribbean”.⁷² She is also well-known for *The Life and Work of Karl Polanyi*⁷³ which explores her father’s contributions to the evolution of social and economic thought. Finally, she is a founder member of the Canadian Association for the Study of International Development.

As IDS has flourished, so too has a sense of common cause among the students who have chosen to delve into the differences between post-colonial and post-development theory, write papers on conflict and co-operation dynamics among Nigerian women involved in development projects or study contradictions in the application of neo-classical economic theory to the practical effects of aid conditionalities in the South. If one can hazard a military metaphor in describing the sense of mission exhibited by IDS undergraduates, it is esprit de corps.

One young woman who attended a course in the practical realities of life in a conflict zone at the Lester Pearson Peacekeeping Centre reported this brought some hard realities home to her. “It opened up my eyes to the fact that the field I’m going into isn’t this happy developing world and I’m going there to save the world. The reality is that I might lose my life.” Her courses at the former CFB Cornwallis taught her to safety an AK-47 and put her through an exercise in which rogue militiamen put a gun to her head and demanded her car. When she resumed her more conventional IDS classes back at the university, she was asked whether there is a distinct IDS community on campus.

We’ve definitely been pinned as the idealistic ones. In my political science or economics classes they always ask “And what does the humanitarian idealist think?” People roll their eyes and kind of laugh at you. But once you get in there and use the economic and political theory you’ve learned to back up your point, then they’re not laughing so much. That’s what’s important, the interdisciplinary aspect of it.⁷⁴

NO-TREPASS SIGNS

University life, and intellectual endeavour more generally, is characterized by increasing specialization. In 1982, when Lewis Mumford, one of America’s great public intellectuals, published his autobiography at the age of 87, he wrote that he had aligned himself with thinkers who “refused to recognize the no-trespass signs that smaller minds erected around their chosen fields of specialization.”⁷⁵ Mumford communicated to a broad readership, transcending disciplines. In doing so, he was shoring up the public culture of the twentieth century. One critic, a longtime university lecturer, observed that intellectuals in the last half of the century no longer seemed to need or want a larger public.

Campuses are their homes; colleagues their audience; monographs and specialized journals their media. Unlike past intellectuals they situate themselves within fields and disciplines – for good reason. Their jobs, advancement, and salaries depend on the evaluation of specialists, and this dependence affects the issues broached and the language employed.⁷⁶

Even allowing for exaggeration, Russell Jacoby has a point. The academy is not always a place that encourages initiatives aimed at transcending the specialist orientations. Canadian universities, particularly older institutions, tend to be divided into disciplines that can indeed be difficult to transcend. This has been another barrier to IDS, by its nature an interdisciplinary undertaking. As such, it comes up against established academic structures and ways of thinking, And as with the tension between theory and practice, academic and vocational instruction, the conflict between interdisciplinary studies and specialized disciplines will not soon vanish.

Like other interdisciplinary efforts (Women’s Studies and Environmental Studies) that appeared in the 1970s, IDS is located at the periphery of the academic world. It

endeavours to view the world from the perspective of peoples, countries and regions that have long been dominated. In the same way that Women’s Studies has struggled to find a foothold in institutions where male perspectives have historically held sway, IDS has a point of view.

If there is a vortex to development studies, surely it is the focus on inequities at different scales studied with the purpose of understanding the perspective of the “colonized.” This alone marginalizes development studies in the academy where the dominant perspective, until the recent emergence of post-colonial studies, has been that of the “empire.”⁷⁷

Establishing an interdisciplinary program is never easy, but success depends on the level of institutional support, or opposition. The IDS program at Trent, the first such effort in Canada, was launched eleven years after the university was founded in 1963. Its institutional goals make explicit reference to interdisciplinary studies and its mission statement “offers undergraduate and graduate programs, both traditional and interdisciplinary.”⁷⁸ Comparative Development Studies, as it was first known, “flourished in light of this vision.” All faculty have associations with other programs or departments and IDS has courses cross-listed with eleven other academic units. Administratively, IDS at Trent was established independently of departments and had access to support services that included support staff, a library acquisitions budget and a guest speaker budget. When the program marked its twenty-fifth anniversary, its self-assessment acknowledged that its growth had been piecemeal. But it added that it had “moved beyond the patchwork quilt model.”⁷⁹ Indeed in the 1990s the small de facto department added a spate of new specialized courses to engage students in topics related to emerging understandings of development: Religion and Social Movements, Perspectives on Ethnicity, Global Civil Society, and Political Economy of the Asia-Pacific Region.

The course titles hint at the complexity of IDS, a field in which the challenges of helping students gain knowledge of the subject matter while stimulating their capacity for critical thinking are augmented by its interdisciplinary – and often contested – nature. Instructors, themselves trained as specialists, must challenge interdisciplinary boundaries. One Trent instructor who has taught IDS and served in the university administration emphasized just how demanding all of this can be.

Teachers of IDS courses must be prepared for a barrage of...criticisms and pressures, including those from students who conclude that “western social science” is neither legitimate nor useful for trying to understand and/or change the world; from students’ parents and peers who are sceptical about what the field can offer in terms of intellectual and/or practical value, or who view it as spurious or excessively left-wing; and from faculty colleagues who are strongly wedded to unidisciplinary traditions.⁸⁰

Even though reality is interdisciplinary, the real world of the academy has a built-in bias against taking a wider view. When established departments assist in the creation of interdisciplinary programs, they are in effect assisting in fostering competition for

students and resources. This compounds the tension that has become pervasive in a period when funding is tight.

Yet IDS has gained a strong foothold even in institutions like McGill, where, like other interdisciplinary programs, it is “starved for funds, depend(s) on volunteer labour and (does) not even have signing authority over a budget.”⁸¹ Enrolment in IDS at McGill has grown each year since the program was established in 1992. Courses included in the IDS requirements are oversubscribed by students who have come to McGill specifically for its IDS program. Faculty responsible for co-ordinating it, however, receive no release time from teaching in order to do so. Their primary responsibilities remain with their home departments. In this context it would be no exaggeration to state that the success of IDS programs depends on the strong commitment of dedicated scholars.

McGill students have started an IDS Student Association (IDSSA) to promote collective consciousness among IDS students, facilitate future opportunities for students, foster an awareness of development issues, and improve the IDS program. They have also published their own on-line journal, *Latitudes*, an eclectic, engaged exploration that has explored nationalist symbols in a changing society, debates around water, the “democratic solidarity paradigm”, Africa’s dynamic informal sector, children’s rights, and Canadian refugee policy. According to editors “This last paper, which focuses on the effects of media on refugee policy, while not specifically about development, was chosen because it encourages the reader to consider how we in Canada are connected to an international process, and about the way in which we form our ideas about international issues.”⁸²

The IDSSA website lists the activities of recent IDS graduates from McGill. Several are travelling while others, apparently intending to pursue their education, are “on hiatus from their studies in order to pursue other interests and develop their plans to save the world.”⁸³ It was not clear whether any irony was intended.

On the francophone side in Quebec, recent research on the growing demand for IDS at Quebec universities has indicated that there is a constituency for IDS amongst the young people, who have been exposed to programs like Club 2/3, founded in 1970, affiliated with Oxfam-Quebec and active in more than 250 schools. While dealing with growing student interest, Quebec researchers have concerned themselves with just how crucial it is to understand local cultural dynamics and not solely with national or regional economic performance. This sensitivity underscores the inter-disciplinary nature of IDS in Quebec.

Dans le contexte de la redéfinition des thématiques et de décroisement des sujets de recherche, désormais plus multisectoriels, nous assistons à l’heure actuelle à l’éclatement des barrières disciplinaires. Soucieux de rendre compte de la complexification des problématiques, de plus en plus de chercheurs s’associent à des collègues d’autres disciplines engagés, chacun dans leurs champs de recherche, dans un travail autour de sujets communs en lien avec le développement international. On assiste ainsi, au Québec, à l’appropriation par des chercheurs de diverses disciplines des problématiques du développement

international, et la création d’espaces de recherche multidisciplinaires ce qui continue à rompre avec la main mise des disciplines économiques sur de tels champs de recherche.⁸⁴

SOUTHERN EXPOSURE

It has become commonplace for university students to engage in “co-op” programs, leaving the campus to learn on the job as interns in private sector, public or NGO settings. The co-op ideal has become widespread on campus. The idea is to expose students to workplaces where they can apply their classroom knowledge, gaining practical insights into theoretical models they have studied. The University of Waterloo, home of the largest co-op program in Canada, tells potential employers that its students are “high achievers” looking for an opportunity to work in return for a “challenging, supervised, evaluated and paid, work-term experience.”⁸⁵ In 2002-03 undergraduates in six IDS programs were surveyed as to how their programs could be improved. Access to more library and database resources or more theoretical courses was far overshadowed by “introduce or expand co-operative programs” and “increase emphasis on practical components.”⁸⁶

Canada’s IDS programs have responded to the challenge identified in a 1995 report that underlined the need for more opportunities for students to engage directly with development issues by travelling to the South. As a result, there has been considerable expansion in opportunities to live and work for varying periods of time in the developing world. Canadian students have been working in Ecuador, Cuba, Ghana, Mexico, China, Thailand, India, and Guatemala, among other countries. In addition, students choosing IDS have often already travelled and volunteered independently or taken advantage of work-and-learning opportunities offered by Canada World Youth and Canadian Crossroads International.

These are not the “junior year abroad” sojourns common in American colleges. Nor are they comparable to the experiences that computer science students from Waterloo might have while spending several months at a software developer in suburban Ottawa. This is not to hold up a practicum in the developing world as somehow morally superior to a co-op placement in Canada. It is not. It is, however, arguably more complex posing the challenge of sending some of the world’s most privileged students to interact with some of the poorest and disempowered people on the planet. Southern exposure can be as brief as a ten day trip featuring organized visits to government and NGO offices or as long as the eight to twelve month fourth year internship required by the University of Toronto Scarborough. Whatever the case, these programs can be as tricky to administer as they can be rewarding for the students.

The IDS program at Trent, where students travel to Ghana and Ecuador, is among the most mature in Canada. Its 2001 self-assessment did not gloss over the issues confronted during the first five years of the Trent-in-Ghana initiative. They will be familiar to NGOs and official aid agencies alike. The Ghanaian partners were over-committed, leading to poor communications and student frustration with what they felt was a lack of guidance

and assistance. Much depended on a key Canadian organizer with good local contacts, but he has withdrawn. Some students felt the institutional affiliations on the ground were too conservative. Many suffered from malaria or typhoid.

Despite the fact that we make every attempt to prepare them for the reality of culture shock, for the inevitable frustrations they will experience attempting to negotiate developing world bureaucracy, transportation systems, notions of time, limited health facilities, limited library and other academic resources, etc., we can never entirely prepare them.⁸⁷

Despite the frustrations and problems encountered by Canadian students, Trent reported that the advantages for Canadians students were manifold, and that, no matter what they went on to do after university, they often “see the program as having been a life altering or defining experience that better prepares them to understand and appreciate diversity as well as world events and issues.”⁸⁸ Trent faculty remain convinced that the benefits of this sort of experiential learning far outweigh the problems involved.

Another factor in spending up to a year in another country is the cost. As tuition, books and all the other costs of post-secondary education continue to rise, there is the possibility that work-study programs in the South risk adding yet another cost, thus further widening the gap between Canadians who can and cannot afford to undertake this sort of program. This is something that faculty and administrators will doubtless be compelled to bear in mind.

While both federal and occasionally provincial governments may provide some grants for international exchanges including IDS students, these are generally considered inadequate. According to AUCC, “in 2000, less than 1 per cent of Canadian university students participated in international exchanges and the government spent less than one dollar per capita on international education programs. ... Canada’s lack of support runs counter to the trends in other countries where student exchanges are recognized as a key mechanism for promoting other foreign policy objectives ... Support for a two-way flow of students is a proactive, positive measure that should be part of the department’s (i.e. DFAIT) strategic foreign policy response to the new international realities.”⁸⁹ AUCC has suggested that the government work with the universities and colleges to double the number of students studying abroad each year to 10,000 through the creation of a small-scale grants program (of some \$3,000 each) for students in need.⁹⁰ Laval University with support from the Quebec government and foundations is aiming to send 20 percent of its students on international programs.⁹¹

Another option for IDS students is to stay closer to home, at the same time broadening analysis of the meaning of development in the context of what has been called the “global South.” Some IDS students have chosen to do their field placements with Canadian organizations confronting problems of poverty and social exclusion here. Bringing development back home recognizes that development is a global process. One recent IDS graduate chose Frontier College. She did her (literal) field placement working alongside

migrant workers from Jamaica and Mexico in southern Ontario’s fruit belt, explaining that travelling to the developing world,

You bring a lot of values with you when you go into the Third World and try to change things. Change can be good or bad ... I would rather deal with our problems here because you can address a lot of Third World issues that way. I thought going to the Niagara was a good blend of doing development work but still dealing with Third World people working here in Canada.⁹²

Members of the Canadian Consortium of University Programs in International Development (CCUPIIDS) have noted that Southern communities that have become the focus of development studies can become virtual “laboratories” for field placements, leading to the risk of community exhaustion or burnout. Building equitable institutional relationships between IDS programs and Southern organizations, whether academic or community-based, requires considerable time and effort on the part of all concerned. This adds to the normal burdens faced by interdisciplinary programs and makes all the more remarkable the fact that work-study opportunities in the South have continued to expand in the face of resource constraints. IDS students who meet people from another culture in their own countries, communities, workplaces and homes experience the sights, sounds and smells of daily life. Reading about contending theories of what development really means is absolutely necessary, but still insufficient. There is no substitute for the direct experience of examining the impact of development projects and policies on a first-hand basis. Learning to listen breeds that most crucial aptitude in the development enterprise – humility.

“You’re not that qualified to be writing papers about all of these theories when you don’t have practical experience to refer to,” observed a recent graduate, who described the work in the South as “totally important.”

This insight underlines the creative tension between theory and practice. “When I came back to university a lot of ideas had clarified. I was either able to relate to them or decide I couldn’t relate at all to them. Otherwise they are just ideas that float around. You have to be able to make it real somehow.”⁹³

At the same time, Southern exposure sheds light on the dialectic between the strange and the familiar central to IDS. An encounter with another culture, a strange culture, on its home turf tends to promote an interrogation of what is so familiar back at home. Exposure to the realities of life in the South, not as a tourist but as an inquiring yet sensitive outsider, often obliges northerners to reflect on life in the developed world. And this is where the inverted commas often find their way around the very notion of “development.”

One Canadian who spent her eighteenth birthday working for a Spanish NGO in India had arrived to a world that was totally strange to her. Predictably, she had experienced culture shock when she encountered child beggars who approached her imploringly, asking for money for food. Instead of handing over any money, she began playing with

them, just as she had when working part time at a child care centre in Vancouver and saving her money to travel. “They taught me appreciate what I had,” she said. “I remember playing with this little girl in Rajasthan. We had a rock and we were just tossing it back and forth. That’s it. She didn’t need video games like my brother who would be screaming and crying because he didn’t have the latest one.”⁹⁴

In the Rajasthani context, the strange had become familiar, and vice versa. What was once taken for granted is now open to question as doubt about the familiar creeps in. Exposure to worlds of difference can help people learn that “things that appear natural, eternal and fixed are actually historical, transitory and changeable ... Doubt must be a central component of an education that centres on making the familiar strange.”⁹⁵

Part IV. The University, International Development and Internationalization

USEFUL RESEARCH?

Policy formation is a complex, often subtle, process much studied by academic theorists in departments of political science and schools of policy studies. While they may not all share Bismarck’s pungent comparison to the making of sausages, they are aware that policy is shaped by the civil service, the governing party, business interests, and civil society. In the case of development assistance, this latter category (now used as loosely as “development”) includes a wide range of NGOs that concern themselves with social justice for the world’s poorest people. It may also include university researchers with extensive knowledge and understanding of particular geographical areas and/or fields of technical expertise.

International development cooperation, of course, is not solely the preserve of CIDA, to the extent that this country’s trade, immigration and foreign policy do as much if not much more to affect its relations with the South as does official aid. The federal departments of Finance, Agriculture and Agri-food, and Industry also have much to say about Canadian policy as it affects the South.⁹⁶ Humanitarian impulses based on a sense of social justice are, when it comes to policy, tightly entwined with political and commercial considerations. The sectoral interests that concern themselves with trade and investment policy generally speak to these issues with louder voices than do, say, NGOs who are aware of the crucial impacts of international economic arrangements on the lives of the poor.

Against this background an important question remains for any discussion of IDS in Canada: To what extent have Canadian scholars contributed to development policy? To what extent have Canadian policymakers – and others in the NGO and private sector communities working internationally – taken advantage of Canada’s intellectual capital on development issues?

CIDA has a long history of working with Canadian universities and colleges, supporting various types of linkages with educational institutions in the South (see Box B, CIDA’s Linkages with Universities and Colleges). These typically focused on more technical areas where developing countries were considered to have particular capacity needs. In the mid- to late 1990s, cuts in the overall Canadian aid budget coupled with a shift to primary education reduced these connections between CIDA and Canadian universities. More recently, however, there has been a resurgence of interest and in 2000-01 total funding for universities, colleges and research institutions amounted to \$98 million, of which some \$20 million went to some 40 Canadian universities and colleges.

Box B. CIDA’s Linkages with Universities and Colleges

CIDA has supported the building of linkages between Canadian universities and colleges and developing countries in several ways, working closely with the Association of Universities and Colleges of Canada (AUCC) and the Association of Community Colleges of Canada (ACCC).¹

The University Partnerships in Cooperation and Development program (UPCDP) is intended to build the capacity of developing country institutions to contribute to sustainable development. It provides for two types of projects, both selected through a competitive process and in each case requiring the universities to cover some of the costs:

- Tier 1 projects – These tend to be larger projects, to which CIDA may contribute up to \$3 million over a period of up to six years. An example of a current project is one in Vietnam in which UQAM is working with several partners to help the transition to a market economy by developing the capacity of Vietnamese institutions to provide management training in a market-economy environment.²
- Tier 2 projects – These are smaller projects, with CIDA contributing up to \$1 million over six years. Examples of recent or current projects include Université de Sherbrooke’s collaboration with Universidad de Chile to improve the functioning of Chilean cooperatives through various types of training and University of Alberta’s project with the University of Ghana to design and teach a Masters in Nursing and thus to improve the level of nursing in Ghana.

CIDA’s partnership with Canadian colleges (Canadian College Partnership Program or CCPP) has broadly similar goals and involves two categories of projects.

- Category 1 projects – These are major development and institution building programs, focused specifically on the development of human resources and of technical and vocational training systems. CIDA funding may total up to \$1 million over 5 years. An example is a rural teacher training project linking Holland College and Malaspina University College with a number of Chinese institutions.
- Category 2 projects – These are smaller projects with CIDA funding of up to \$400,000 over five years and more focused on institutional capacity building and poverty reduction in specific communities. Examples include: Humber College of Applied Arts and Technology working with the Moshi Cooperative College in Tanzania on rural microfinance management, and Collège Francois-Xavier-Garneau working with a national teachers union in Niger on school programs to prevent HIV/AIDS.

In addition CIDA supports:

- Scholarships for foreigners to study in Canada (through the Canadian Francophone Scholarship Program for students at all levels of university and college education, and a Marine Scholarship Program for mid-career professionals)
- The CIDA Awards Program for Canadian MA students to do research or an internship in developing countries.³

Finally, it is important to note that CIDA may also fund applied research through projects with its other branches – policy, multilateral, and geographic.

¹CIDA, “Universities and Colleges Program” at http://www.cida.gc.ca/cida_ind.nsf Accessed October 31, 2003.

²Some of these projects were reviewed in the *Canadian Journal of Development Studies* special issue 2003, XXIV, No. 1.

³This program will end in 2004.

The relationship between Canadian IDS researchers and CIDA policy analysts remains less well developed, according to a survey of 64 Canadian academics working in IDS carried out for this paper in 2002.⁹⁷ Over half reported that Canada’s six development priorities had influenced their choice of research focus, but almost two-thirds said that they had rarely or never had a chance to report their findings to CIDA officials. Over a third reported that they had frequent opportunities to present results to other international or bilateral donor agencies, whereas barely a quarter said that they had had the opportunity to do so to CIDA. Canadian IDS scholars apparently operate on the periphery of CIDA’s field of vision – and vice versa.

Two examples illustrate the need to renew IDS-CIDA relationships. In 2002, as part of an exercise to improve the effectiveness of its Sector-wide Approaches (SWAp) to programming, CIDA organized an International Forum on Risk and Accountability in Program-wide Approaches. Out of 135 invited participants, there were but two Canadian academics. Also in 2002, as part of its new policy statement *Strengthening Aid Effectiveness* (2002), CIDA prepared a consultation paper (*Sustainable Rural Development: The Role of Agriculture in Canada’s International Assistance Program*). Despite a wealth of peer-reviewed research in Canadian journals (33 articles on rural or agricultural development in three journals in the 24 month period surrounding the appearance of the paper) the circulated draft of the paper included no reference to Canadian academic research. Comments on the draft highlighted this oversight, with the Agricultural Institute of Canada urging the government to make use of “academic and research sectors, engaging an unbiased civil society to provide scientifically reliable information, recommendations and professional analysis to inform government decision makers.”⁹⁸

According to the survey authors

Whereas in its early years, CIDA senior managers frequently called on senior academics and made presentations themselves at universities, many of our interviewees noted that this happens rarely today. There appear to be no incentives for CIDA program staff to present at or attend academic seminars. Very few academics participate in the electronic knowledge networks although some of these are open to outsiders and invite speakers in addition to the electronic exchanges. We have found no evidence that news of their existence has been disseminated to the academic community.⁹⁹

This lack of regular interaction with Canadian researchers and their developing country partners means Canadian thinking about the nature of development remains underutilized, as does our capacity to forge alternatives to the thinking of dominant multilateral agencies. An IDRC-AUCC report also notes, “Currently, the government places a low value on the international research capacity that exists across Canada. Whereas other countries tap this expertise, and even use it to rethink development strategies, Canada does not take this capacity seriously. At most, it uses a small cadre of advisors and holds some scattered consultations.”¹⁰⁰ This is in contrast to the Netherlands where civil servants are encouraged to give university lectures and attend academic

seminars and where the state makes specific efforts to make sure of the policy relevance of academic research that it then attempts to integrate into ongoing planning.

A number of steps have already been taken to rebuild CIDA’s linkages with the Canadian IDS community. In 2002 and again in 2003, CIDA collaborated with the Canadian Federation for the Humanities and Social Sciences and some of the professional associations such as CASID to jointly organize colloquia on various development themes at the annual CFHSS congress. These brought together academics from Canada and the South as well as Canadian officials to discuss policy challenges and relevant research findings. Further collaboration is planned in 2004.

Also in 2002-03, in the preparation of its first land policy, CIDA made every possible effort to consult widely with academic researchers here as well as in the South. This case, however, raises another important issue. Although Canadian academics and NGOs have been emphasizing the importance of land reform for many years (Oxfam-Canada published a book on the subject in 1977¹⁰¹), there is a sense that it took a very long time for the message to get through to CIDA.

....it was not before a sufficiently large interest in land reform, land rights and administration emerged on the international scene, particularly from organizations like the World Bank, FAO and the International Fund for Agricultural Development (IFAD) that CIDA took on this issue.¹⁰²

It is hard to generalize about the relationship between scholarly research and public policymaking for development in Canada. Conclusions cannot be easily drawn, save on a case-by-case basis – the degree to which research affects policy is varied and unpredictable. What’s more, the interface between aid officials and academic researchers is “thin and unsatisfactory to many, although not all, academics.” At the same time, Canada’s development policy community is not sufficiently strong or united to readily effect a change in the status quo. CIDA’s relationships with academics and NGO staff are often characterized by clientelism, not collegiality or a sense of common cause, thus exacerbating the situation. The fact that Canada so enthusiastically embraced neo-liberal Structural Adjustment Programs in the 1980s did not endear it to an IDS community generally suspicious of such measures.

The gulf between government and university approaches to policy and research stems not just from changes in the aid regime in the past twenty years. Government policy analysts and desk officers tend naturally to be task-oriented. Though they may sometimes be as frustrated as academic critics with the directions of the aid regime, they operate without the luxury of being able to stand back and dissect what is wrong with the system. They have to get the money “out the door” or come up quickly with a policy that addresses the needs of the moment. According to two academics who co-ordinated a special edition of Canada’s scholarly journal on development studies, it is scarcely surprising that officials can be “impatient with academics preoccupied with methodologies and questions whose immediate policy relevance is unclear. But such differences present rationales for dialogue as much as barriers. As Jackson puts it: ‘It is in the interest of both CIDA and

Canadian universities to shift their relationship from transactional and political interactions to a strategic and joint learning orientation.”¹⁰³

The research funding agencies could play a part in bridging the gap between IDS research and policy makers. A recent IDRC-AUCC report on new directions in international research in Canada suggests that Canada consider devoting “a percentage, say 2 to 4 percent, of its half-trillion dollar innovative capacity towards issues of global human development. Special institutional arrangements and partnerships with the rest of the world may be required to deliver on this commitment. It may be worthwhile, for instance, to set up the ‘Canadian Institutes for International Development.’”¹⁰⁴

DEVELOPMENT AND INTERNATIONALIZATION IN THE ACADEMY

University administrations could also actively foster the role of IDS in international development. The lack of fit between IDS research and public policy on development issues emerged at a time when “internationalization” loomed large on the university horizon. The academy recognizes that no discipline can flourish unless it enjoys regular contributions from a global intellectual community. Combined with the recent interest in globalization, this has given rise to an interest in internationalization that involves introduction of international material into curricula, twinning Canadian universities with institutions outside the country, arranging student and faculty exchanges and recruiting foreign students, work-study exchanges and internships abroad. Efforts in these areas were outlined in the *2000 AUCC Report on Internationalization at Canadian Universities*. While noting many advances made in the 1990s, the report found that more resources were needed to mobilize the faculty and to internationalize the curriculum. Several academics surveyed were concerned about the balance between academic and commercial motivations for internationalization.¹⁰⁵

CIDA funded projects (the first university funding contract by CIDA’s predecessor, the External Aid Office, was granted to UBC in 1961 to support business administration in Malaya) are of course welcomed by administrators seeking to promote internationalization. They are also highly valued by those scrambling for resources. Universities seek out whatever “partnerships” they can find. Indeed, along with a shift in the ideological winds, this is one of the reasons for the increase in market relations in the academy.

Internationalization, however, does not necessarily imply a commitment to IDS or international development and in some cases its commercial orientation may even undermine university support for development research.¹⁰⁶ According to chemist and former Dalhousie University president Howard Clark, advancing internationalization can include selling business programs to Asia, co-operation with the private sector, or selling places in costly professional programs. In Australia, the proportion of foreign students has risen to 8 per cent, thus helping to cover shortfalls generated by declines in state funding. Prof. Clark, one of Canada’s leading academic internationalists, notes that the Canadian government, increasingly viewing education as a traded commodity, is

struggling to catch up. Although referring to international programs more broadly, Prof. Clark’s conclusions are particularly relevant to IDS programs

...at almost every Canadian university some faculty members have suffered in their careers because of their participation in international projects. Departmental and faculty tenure and promotion committees have all too often placed little or no value on such involvements; they have not been valued as scholarly contributions; and if they are recognized as outreach, that, in turn, is given less recognition than teaching and research. Even where the university’s official policy statements require recognition of international involvements when tenure and promotion are considered, these policy statements have in many cases been totally ignored.¹⁰⁷

These views were corroborated by a group of Canadian academics, involved in a recent consultation with IDRC, AUCC and others about the place of international development research in Canadian universities.¹⁰⁸

It is rare for a university administrator to see international development co-operation as a vital aspect of the growing interest in internationalization. Very few have development related experience, with the result that development can often be seen either as irrelevant to internationalization or as charitable activity, “help for the helpless.”¹⁰⁹

Canada’s IDS scholars understand the complexities of international development seen as promoting social justice, poverty reduction and global citizenship. Many have recognized that the connection between knowledge and development is problematic, particularly when it comes to the “transfer” of Northern expertise to the South, where communities are increasingly asserting the need for indigenous, autonomous development. We can perhaps learn from the strengths of this social majority. The strength of some “post-development” thinking acquires increasing relevance to students who reflect critically on development at home. One Canadian economist addresses alternative modes of organizing society and daily life, encouraging students to examine longstanding communities such as the Hutterites who emphasize collective work, self-reliance and modest consumption.¹¹⁰ A Mexican and a South Asian thinker maintain that the world’s social majority acknowledges the pitfalls of replacing the humility of human hopes with the hubris of managed modern expectations.

Without needing to enter the World Wide Web, they know from their daily experience that most of the marvels of development are not for them... They know that most of them will not possess a family car, but will suffer as pedestrians in urban developments built for the cars of the minorities, not for the feet and bicycles of the ‘social majorities’... In going beyond development, they are not enjoying a paradise, exposed as they are to all kinds of restrictions; but they are giving up counterproductive illusions and adopting sensible attitudes to deal with their predicaments as well as to realize their hopes.¹¹¹

This is from a volume with the unlikely title *Grassroots Postmodernism*. If the internationalization of the Canadian academy is to have any real meaning for the lives of

people in what has been termed the “majority world,” it must go beyond selling spaces to foreign students who can afford its increasingly expensive wares. It must also continue to expand the programs that provoke some of Canada’s brightest and most engaged young people to ask the difficult questions – both at home and abroad – about this slippery thing called development.

Part V: Enhancing IDS: 21 Recommendations for the 21st Century

This White Paper illustrates one central point: that IDS in Canada is a vibrant and dynamic area of study. To ensure that IDS continues to build on its strengths and to respond to the challenges that it faces requires a supportive environment for students, teachers, researchers, policy makers and activists engaged in IDS. It also requires that the compartmentalized worlds of IDS between the academy, policy analysts and policy-makers, practitioners and NGOs/social movements be opened to greater dialogue.

To achieve these two objectives, we present recommendations for governments, universities and colleges with IDS programs, for NGOs and for professional associations involved in development studies such as CASID, CCASLS and CCUPIDS.¹¹² These are not the only actors concerned with the *study* of IDS in Canada but they are certainly ones that are central to it. This set of recommendations is not intended to be exhaustive. It is not a blueprint but a starting point for advancing IDS in Canada. It is value laden: it is our belief that IDS could and should play a larger role in the academy, in government policy-making and Canadian society more generally.

We have set out our recommendations in three time frames, the short-term (to be implemented within 2 years), the medium-term (2 to 5 years) and the long-term (5 to 10 years).

SHORT-TERM (0 – 2 years)

For Government:

Recommendation 1: That given the importance of mutual understanding for both Canadians and non-Canadians, funding be increased (a) for programs that enable Canadians to experience the world, primarily in the early stages of their professional development; and, (b) for programs that enable foreign students and young professionals to spend time during their professional formation in Canada. Programs which focus on the exchanges between Canada and the developing world are particularly encouraged.

Examples of existing programs that can be built upon are given in Box C, Federal Government-Funded Programs for International Training and Interaction.

Recommendation 2: That public administrators (from the political and bureaucrat realms) actively seek out and include Canadian IDS specialists¹¹³ in their circles of advisors as needed:

- for a better understanding of the geopolitical challenges facing Canada; and in particular, when dealing with the international dimensions of the full range of domestic mandates and duties. As such, this recommendation needs to be implemented beyond the traditional “development” Ministries such as CIDA and should also include minimally DFAIT, Agriculture and Agri-Food, Finance, Environment, Natural Resources and Citizenship and Immigration.

- for insight, data and analysis when faced with the call for ‘big ideas’, innovations and ingenuity to improve Canada’s standing in international affairs, and particularly to enhance its contribution to global development.

Box C. Federal Government-Funded Programs for International Training and Interaction: some examples.

A: Programs for Canadians to study and work internationally:

- DFAIT’s program of Canadian and International Scholarships (with the inclusion of students from the developing regions of the world);
- IDRC’s Doctoral Research Awards, enabling Canadian students to conduct degree-related research in the developing regions of the world;
- CIDA’s Awards for Canadians enabling Canadian students to conduct research for a master’s degree in the developing regions of the world*;
- CIDA’s program of support to place Canadian post-doctoral fellows in the research stations of the Consultative Group for International Agricultural Research (CGIAR);
- CIDA’s program of support for junior professional placements with UN agencies;
- EDC’s Educational and Youth Employment (EYE) program that provides young Canadians with opportunities to learn about the central nature of international trade in Canada’s economic affairs.

*this is now scheduled to end in 2004

B: Programs for foreign students and professionals to study and train in Canada:

- IDRC’s AGROPOLIS Awards for Urban Agriculture;
- CIDA’s Marine Scholarship Program for professionals from developing countries;
- Canada’s Francophone Scholarship Program for students from La Francophonie.

Recommendation 3: That government granting councils such as, but not limited to, the Social Sciences and Humanities Research Council (SSHRC):

- (a) Create a new research category for IDS, recognizing that it is now an established field of interdisciplinary research, teaching and scholarship.
- (b) Extend recent policy changes that enable the participation of foreign scholars in Canadian-funded and Canadian-led research and signal to the Canadian research community that the policy applies to, and encourages research collaboration with, partners in the developing regions of the world.¹¹⁴
- (c) Join CIDA and IDRC to increase support for the institutional arrangements that promote and sustain IDS in Canada.
- (d) With respect to the new program of Canada Graduate Scholarships, permit students to use the awards for study and research outside of Canada.

(e) Make available funding to support NGO engagement with universities, in particular to finance NGO inputs to IDS teaching (field work, lectures and reports).

For Universities and Colleges:

Recommendation 4: That universities and colleges recognize the importance of areas of study such as IDS which, by its nature, constantly promotes a questioning of practices at sub-national, national, and international levels, and vigorously defend academic freedom.

Recommendation 5: That universities and colleges explicitly examine how faculty contributing to interdisciplinary programs such as IDS can be supported in their career paths, including mechanisms for fairly evaluating interdisciplinary and development work for tenure and promotion.

Recommendation 6: That the experiences of overseas students in IDS programs, and in Canadian universities and colleges more generally, be analyzed and a set of recommendations for addressing their concerns be devised and implemented.

For Development NGOs:

Recommendation 7: That NGOs review and, on the basis of their findings, work with government to redesign and expand the funding for internship programs which allow IDS graduates to gain practical experience through placements with those NGOs whether in Canada or in developing countries.

For Professional Associations:

Recommendation 8: That a study be commissioned to produce costing estimates of the recommendations provided in this White Paper.

MEDIUM-TERM (2 – 5 years)

For Government:

Recommendation 9: That greater interaction between policy-makers, policy analysts and academics be encouraged through secondment and/or exchange programs, such as Interchange Canada, between government departments, development studies think-tanks and post-secondary institutions.

Recommendation 10: That granting councils such as SSHRC fund a targeted strategic research theme explicitly aimed at mobilizing and encouraging IDS expertise to do research on the increasing dependence of Canada on developing regions of the world. This might be as broad as “The impact of global poverty on the well-being of Canadians” or as specific as “Pathways to equitable and sustainable development in the Americas”.

For Universities and Colleges:

Recommendation 11: That all universities and colleges examine ways in which all of their IDS students can be given the option of studying and/or working in a developing country or development context within Canada.

Recommendation 12: That visiting researcher/professor positions be established for Southern academics to participate in, and contribute to, Canadian IDS programs. Such a program could be organized and/or funded through SSHRC, CIDA or the AUCC.

Recommendation 13: That universities and colleges examine the ways in which IDS can contribute to the education of students in other fields and to the “internationalization of the curriculum”. For example, should IDS courses be required for students taking international business or international law?

For Development NGOs:

Recommendation 14: That NGOs considering establishing on-going relationships with IDS programs with a view to (a) contributing to the development of course curricula/materials that can enhance the applied content of IDS programs and (b) to draw upon the expertise and knowledge base available in IDS programs.

For Professional Associations:

Recommendation 15: That a Development Research Advisory Council be created, brokered by an independent organization, which would bring together all parties involved in development (government, development NGOs, practitioners, and academics) to bridge the research-practitioner divide. The Council would review and set priorities for research on long-term development policy issues, examine current development thinking and its relevance to Canada, and study successful development processes

Recommendation 16: That a series of Development Research Issue Papers summarizing the state of knowledge in specific areas be instituted aimed at policy-makers, NGOs and/or private sector practitioners. They would survey research, highlighting work by Canadian academics and policy analysts, on key and/or controversial topics and make it available to the non-academic community. Examples might include: Globalization and trends in income distribution; Participatory development; Trade and development.

Recommendation 17: That associations adopt strategies to increase the dialogue between the many academics and practitioners who work in developing countries as disciplinary specialists (such as engineers, lawyers, health professionals, business advisors) and the interdisciplinary-oriented IDS academics and practitioners.

LONG-TERM (5 – 10 years)

For Government:

Recommendation 18: That the government encourage and enable IDS research to establish new benchmarks against which to evaluate Canada’s international performance, with special regard to the guiding principles and ethical practices for Canadian interaction with the developing world.¹¹⁵

For Universities and Colleges:

Recommendation 19: That universities and colleges examine the scope for a mutually beneficial linking and joint offering of IDS programs in Canadian and Southern Universities.

For Development NGOs:

Recommendation 20: That NGOs explore the possibilities for collaborating with IDS teachers and researchers, in Canada and/or in developing countries, to create joint training institutions.

For Professional Associations:

Recommendation 21: That evaluations be made of the extent, and the success, of the implementation of the recommendations made in this White Paper

A FINAL WORD

Underpinning all of our recommendations is the view that IDS in Canada has, over the past 30 years, established itself as a critical and important area of interdisciplinary study which deserves greater recognition, support and incorporation into academic and government decision-making. Canada is fortunate to have IDS programs that provide an intellectual resource for both her youth, through programs of study, and her policy makers, through expertise and knowledge. Paradoxically, the onset of “globalization” has further highlighted the importance of IDS – paradoxically because the discourse of “globalization” can be viewed as a diversion from or even a threat to IDS. On the other hand, by highlighting the interdependencies between the countries and the peoples and the “North” and of the “South,” globalization has broadened intellectual and policy-making horizons. The views and concerns of the 85 per cent of the world’s inhabitants who live outside of the industrialized core countries simply cannot be ignored, wished away or trivialized. As the borders between “domestic” and “international” issues have been steadily eroded, the importance of IDS as a resource for policy-makers and for Canadian society at large becomes increasingly evident.

List of Commissioned Papers

(to appear in *Canadian Journal of Development Studies*, Spring 2004)

Angeles, Leonora. “New Issues, New Perspectives: Implications for Development Studies.”

Campbell, Bonnie and Marie Mazalto. “Multilatéralisation et développement international: Nouveaux enjeux, nouvelles pratiques.”

Child, Keith and Carly Manion. “A Survey of Upper-Year Students in International Development Studies.”

Loxley, John. “What Is Significant About International Development Studies?”

Morrison, David R. “Teaching and Studying Development: Making It Work.”

Nef, Jorge. “International Development Studies and Ethical Dilemmas in Academia.”

Parpart, J. and H. Veltmeyer. “The Development Project in Theory: A Review of Its Shifting Dynamics.”

Pestieau, C. and S. Tait. “Academic Research and Development Policies: Synergies and Silences.”

Vainio-Mattila, A., K. Inwood and A. Parmar. “A Road Map to IDS in Canadian Post-Secondary Institutions.”

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“WHITE PAPER” ON INTERNATIONAL DEVELOPMENT STUDIES IN CANADA

Annex A. International Development Studies Programs in Canada

| | <i>Institution</i> | <i>Undergraduate</i> | <i>Graduate</i> |
|----|--|--|---|
| 1 | Augustana University College | BA in Development Studies http://www.augustana.ab.ca/other/calendar/dracd/developmentstudies.html | No graduate programs at Augustana |
| 2 | Dalhousie University | BA in International Development Studies http://www.dal.ca/~intdwww/index.html | MA in International Development Studies |
| 3 | Carleton University | BA in Public Affairs and Policy Management, with a specialization in Development Studies, in the Arthur Kroeger College of Public Affairs http://www.carleton.ca/akcollege/development.html | Norman Paterson School of International Affairs - MA in International Affairs, with International Dimensions of Development, and National and Sub-National Aspects of Development as two possible areas of focus. School of Public Policy and Administration -- MA in Public Administration (Development stream) http://www.carleton.ca/npsia/new_npsia/about_school_menu.html |
| 4 | Huron University College | BA in International Development BA in International Comparative Studies http://www.huronuc.on.ca/internationalinitiatives/ | |
| 5 | McGill University | BA in International Development Studies http://www.mcgill.ca/ids/ | |
| 6 | Menno Simons College with the University of Winnipeg and the Canadian Mennonite University | BA in International Development Studies http://www.uwinnipeg.ca/web/faculty/ids/index.shtml | No graduate program yet |
| 7 | Queen's University | BA in Development Studies http://qsilver.queensu.ca/~qds/ | MA students in the Department of Political Studies can specialize in Comparative Development. |
| 8 | Saint Francis Xavier University | BA in Development Studies http://www.stfx.ca/academic/dev-studies/ | |
| 9 | St. Mary's University | BA in IDS as a Major or Minor http://www.stmarys.ca/academic/arts/ids/ | MA in International Development Studies |
| 10 | Trent University | BA in IDS http://www.trentu.ca/ids/ | No graduate programs in development studies |

“WHITE PAPER” ON INTERNATIONAL DEVELOPMENT STUDIES IN CANADA

| <i>Institution</i> | <i>Undergraduate</i> | <i>Graduate</i> |
|--|---|---|
| 11 Trinity Western University | BA in International Studies with major in international development and cultural change or minor in IDS http://www.twu.ca/ac/archive/20032004/hss/politicalscience.asp | No graduate programs in development studies |
| 12 Université de Montréal | BSc spécialisé en Etudes internationales avec orientation en Développement international http://www.progcours.umontreal.ca/programme/index_fiche_prog/196013_struc.html | Maîtrise en Sciences économiques avec option en Economie du développement |
| 13 Université du Québec à Montréal | No undergraduate programs in IDS | Maîtrise en Science politique avec concentration en relations internationales, politique étrangère, coopération et développement http://www.regis.uqam.ca/Index_pgm/science_po_droit.html |
| 14 Université du Québec en Outaouais | Bacc. en Sciences sociales et communication avec mineure en développement international http://www.uqo.ca/doyen/prg/8541.htm | No graduate programs in IDS |
| 15 Université Laval | No undergraduate programs in IDS | Maîtrise en Relations internationales avec concentration en développement international http://www.ulaval.ca/sg/PR/C2/540A.html |
| 16 University College of Cape Breton | BA in Comparative Development Studies http://faculty.uccb.ns.ca/international/bacs.htm | |
| 17 University College of Fraser Valley | Associate of Arts degree (International Development Studies) http://www.ucfv.bc.ca/calendar/2001_02/Progs-Depts/Asst-Arts-IDS.htm | |
| 18 University of Calgary | BA in Development Studies http://www.ucalgary.ca/pubs/calendar/current/What/Fac/CC/CCSub_CE.htm | No graduate programs in IDS |
| 19 University of Guelph | BA with specialization in International Development Studies http://www.uoguelph.ca/cids/ | MA and MSc Collaborative International Development program |

“WHITE PAPER” ON INTERNATIONAL DEVELOPMENT STUDIES IN CANADA

| | <i>Institution</i> | <i>Undergraduate</i> | <i>Graduate</i> |
|----|---|--|--|
| 20 | University of New Brunswick | BA in International Development Studies, BA with major in IDS, BA with minor in IDS http://www.unbf.ca/arts/IDS/Dev/ | No graduate programs |
| 21 | University of Northern British Columbia | No undergraduate program | MA in International Studies with focus on International Development http://www.unbc.ca/internationalstudies/ |
| 22 | University of Ottawa | BSocSci in International Development and Globalization http://www.socialsciences.uottawa.ca/fra/prog1-develinter.asp | Departments of Sociology and Political Science offer specialization in development studies. |
| 23 | University of Saskatchewan | BA in Development Studies http://arts.usask.ca/intnl/streams.php | |
| 24 | University of Toronto | BA in IDS, BA with IDS as minor, BA in IDS and Environmental Studies http://www.utsc.utoronto.ca/~socsci/ids/ | MA/MSc in Political Economy of Development |
| 25 | University of Windsor | BA in International Relations and Development http://athena.uwindsor.ca/units/polsci/political.nsf/0/70B393A6B132A7A885256C710070008B?opendocument | MA in Political Science with focus on development |
| 26 | Wilfrid Laurier University | BA in Global Studies http://www.wlu.ca/~wwwdis/index.htm | |
| 27 | York University | Full range of BA in IDS options are available in the Faculty of Arts including IDS as a Major or Minor http://www.arts.yorku.ca/ids/ | Graduate courses in comparative politics and international relations, with focus on development. |

Note: This list does not include the many universities which offer courses in international development as part of other degrees. Nor does it list all those universities which provide for graduate interdisciplinary degrees with a focus on development studies. Some PhD programs involving IDS are shown in Annex B.

Annex B. Canadian Doctoral Education in Development and Globalization¹

PhDs in International Development and Globalization

1. University of Guelph, School of Environmental Design and Rural Development²
2. Université du Québec à Chicoutimi, développement régional
3. Ontario Institute for Studies in Education, University of Toronto, Collaborative Degree Program in Comparative, International and Development Education

University departments with a PhD concentration or axis in Development

1. UQAM, Dept of Communications
2. Memorial University, Dept of Sociology
3. University of Toronto, Dept of Political Science, Anthropology

University departments with a strong PhD focus on Development

1. University of Alberta, Theoretical, Cultural and International Studies in Education
2. Simon Fraser University, Dept of Political Science
3. Carleton University, Dept of Sociology and Anthropology
4. McGill University, Dept of Anthropology
5. McGill University, Faculty of Education, Dept of Integrated Studies in Education Program in Culture and Values
6. Université d'Ottawa, Science politique
7. University of Waterloo, Faculty of Environmental Studies (Geography, Planning)
8. University of Toronto, Dept of Economics
9. York University, Faculty of Environmental Studies
10. University of Guelph, Collaborative Doctoral Program in Rural Studies: Sustainable Rural Communities
11. McGill Faculty of Management, PhD Program in Administration
12. Dalhousie University, interdisciplinary PhD; also Education, Economics, Political Science, History

Other university departments with recent PhDs in development

1. Concordia University, interdisciplinary PhD program in Humanities; SIP (Special Independent Program PhD)
2. Queen's University, Geography, History, Politics, Education, Sociology
3. UQAM, Sciences de l'environnement
4. University of Calgary, Social Work
5. Carleton University, Public Policy, School of Public Policy and Administration

¹ Compiled by Scott Simon, University of Ottawa, September 2003.

² Students in this interdisciplinary program are registered in a university department.

Endnotes

- ¹ The United Nations Children’s Fund
- ² Canadian Council for International Co-operation. *What We Can Do: A 10-Point Agenda For Global Action Against Poverty* (Ottawa: CCIC, 1998) p. 9.
- ³ Allen, T. and A. Thomas (eds). *Poverty and Development in the 1990s* (Oxford: Oxford University Press, 1992) quoted in Cowen, M.P. and R.W. Shenton. *Doctrines of Development* (London: Routledge, 1996) p. 7.
- ⁴ These papers will be published in a special issue of CASID’s journal, the *Canadian Journal of Development Studies*, which is co-published with the University of Ottawa, in spring 2004.
- ⁵ Parpart, J. and H. Veltmeyer. “The Development Project in Theory: A Review of Its Shifting Dynamics,” *Canadian Journal of Development Studies*, forthcoming.
- ⁶ Campbell, Bonnie and Marie Mazalto. “Multilatéralisation et développement international: Nouveaux enjeux, nouvelles pratiques,” *Canadian Journal of Development Studies*, forthcoming.
- ⁷ Cohen, Andrew. *While Canada Slept: How We Lost Our Place in the World* (Toronto: McClelland and Stewart, 2003) pp. 2, 196.
- ⁸ *Time*, May 26, 2003.
- ⁹ quoted in Child, Keith and Carly Manion. “A Survey of Upper-Year Students in International Development Studies,” *Canadian Journal of Development Studies* (forthcoming).
- ¹⁰ Cohen, op cit p. 95.
- ¹¹ Morrison, David R. “Teaching and Studying Development: Making It Work,” *Canadian Journal of Development Studies*, forthcoming.
- ¹² Polanyi, K. *The Great Transformation: The Political and Economic Origins of Our Time* (Boston: Beacon, 1957) p. 249.
- ¹³ see King, James. *The Life of Margaret Laurence* (Toronto: Knopf Canada, 1997) esp. chapter 7.
- ¹⁴ Other elements included technical assistance, education, encouragement of the private sector, agriculture and population control. See Pearson, Lester B. (Chairman). *Partners in Development. Report of the Commission on International Development* (New York: Praeger, 1970) p. 169.
- ¹⁵ Sen, Amartya. *Development As Freedom* (New York: Knopf, 1999) p. 274.
- ¹⁶ Todaro, Michael P. and Smith, Stephen C. *Economic Development* (New York: Addison-Wesley, 2003, eighth edition), cited in John Loxley, “What Is Significant About International Development Studies?” *Canadian Journal of Development Studies*, forthcoming.
- ¹⁷ Polanyi-Levitt and Trak cited in Einsiedel, Edna and Parmar, Aradhana. *Undergraduate Development Studies Programs in Canada: A New Generation of Scholars and Practitioners*, 1995 Paper prepared for the Canadian Consortium of University Programs in International Development Studies (CCUPIDS) p. 12.
- ¹⁸ Bond, Sheryl and Scott, Jacquelyn Thayer. “From Reluctant Acceptance to Modest Embrace: Internationalization of Undergraduate Education,” in Bond, S.L. and J-P. Lemasson. *A New World of Knowledge: Canadian Universities and Globalization* (Ottawa: IDRC, 1999) p. 49.
- ¹⁹ Child and Manion, Einsiedel and Parmar, op cit.
- ²⁰ Child and Manion, op cit.
- ²¹ *ibid.*
- ²² Personal communication, Prof. Paritosh Kumar, June 9, 2003
- ²³ Personal communication, June 23, 2003.
- ²⁴ Watts, Michael and Bonnie Campbell. “Report of the External Consultants for the Internal Academic Review of Development Studies, Queen’s University,” January 31, 2001
- ²⁵ Personal communication, Paritosh Kumar, June 9, 2003.
- ²⁶ Morrison, op cit.
- ²⁷ Personal communication, Keith Stewart, June 17, 2003.
- ²⁸ Loxley, John. “What Is Distinctive about International Development Studies?” *Canadian Journal of Development Studies*, forthcoming.
- ²⁹ Angeles, Leonora. “New Issues, New Perspectives: Implications for Development Studies,” *Canadian Journal of Development Studies*, forthcoming.
- ³⁰ Nef, Jorge. “International Development Studies and Ethical Dilemmas in Academia,” *Canadian Journal of Development Studies*, forthcoming.
- ³¹ Cowen, M. P. and R.W. Shenton, *Doctrines of Development* (London: Routledge, 1996) p. 116.

- ³² Leys, Colin. *The Rise and Fall of Development Theory* (London: James Curry, 1996) p. 29 cited in Angeles, op cit., emphasis added.
- ³³ Personal communication, Anil Varughese, June 11, 2003.
- ³⁴ Child and Manion, op. cit.
- ³⁵ Ibid.
- ³⁶ Personal communication with Dalhousie University undergraduate (anonymity requested) June 3, 2003.
- ³⁷ Pierre Beemans, quoted in Chodos, Bob and Jamie Swift. *Faith and Freedom: The Life and Times of Bill Ryan SJ* (Ottawa: Novalis, 2002) p. 225. See also Ryan SJ, William F. *Culture, Spirituality and Economic Development: Opening a Dialogue* (Ottawa, IDRC, 1995).
- ³⁸ Loxley, op. cit.
- ³⁹ *National Post*, April 22, 2002.
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- ⁴³ Industry Canada., *Achieving Excellence: Investing in People, Knowledge and Opportunity* (Ottawa: Industry Canada, 2002), p. 44 at [http://www.innovationstrategy.gc.ca/cmb/innovation.nsf/vRTF/PDF/\\$file/achieving.pdf](http://www.innovationstrategy.gc.ca/cmb/innovation.nsf/vRTF/PDF/$file/achieving.pdf) Accessed October 28, 2003.
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- ⁵⁶ Comparative Development Studies, Trent University, "Self-Assessment for Undergraduate Program Review," November 2001 and personal communication, Eric Helleiner, October 28, 2003.
- ⁵⁷ Personal communication, Clare Fawcett, June 16, 2003.
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- ⁶⁰ Child and Manion, op. cit.
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- ⁶³ The United Nations Conference on Trade and Development.
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- ⁶⁵ Loxley, op. cit.
- ⁶⁶ Vainio-Mattila et al, op. cit.

- ⁶⁷ For a festschrift marking Prof. Leys’ work, see Bakan, A. and E. MacDonald (eds). *Critical Political Studies: Debates and Dialogues from the Left* (Montreal & Kingston: McGill-Queen’s University Press, 2002).
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- ⁸⁰ Morrison forthcoming.
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- ⁸⁴ Campbell and Mazalto, op. cit.
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- ⁸⁶ Child and Manion, op. cit.
- ⁸⁷ Comparative Development Studies, Trent University, op. cit.
- ⁸⁸ ibid.
- ⁸⁹ “Canadian Excellence in and for the World: How the globalization of higher education and research contributes to Canada’s foreign policy.” A Brief Submitted by the Association of Universities and Colleges of Canada to the Dialogue on Canadian Foreign Policy conducted by DFAIT, May 1, 2003. p. 4. Some examples of international programs are given in AUCC and Scotiabank, *Towards a More Global Campus. Internationalization Initiatives of Canadian Universities 2002* (AUCC: Ottawa, 2002)
- ⁹⁰ AUCC Brief “Study Abroad” at www.aucc.ca. Accessed November 10, 2003. This brief notes that in Australia 4 percent of students participate in short-term international exchange programs while in the EU the ratio is as high as 8 percent.
- ⁹¹ AUCC and Scotiabank 2000, op. cit., p. 19.
- ⁹² Personal communication, Julia Ostertag, July 2, 2003.
- ⁹³ Personal communication, Nadia Drost, July 2, 2003.
- ⁹⁴ Personal communication with Dalhousie University undergraduate (anonymity requested) June 3, 2003.
- ⁹⁵ Alan Sears, op. cit., pp. 252-5.
- ⁹⁶ see Morrison, D. *Aid and Ebb Tide: A History of CIDA and Canadian Development Assistance* (Waterloo: Wilfred Laurier University Press, 1998) especially chapter 11.
- ⁹⁷ This and what follows are based on Pestieau, C. and S. Tait. “Academic Research and Development Policies: Synergies and Silences,” *Canadian Journal of Development Studies* (forthcoming).
- ⁹⁸ quoted in Pestieau and Tait, op. cit.
- ⁹⁹ Pestieau and Tait, op. cit.
- ¹⁰⁰ IDRC and AUCC. “Research Without (Southern) Borders, The Changing Canadian Landscape, A national roundtable on new directions in international research in Canada” (Ottawa: May 22-23, 2003) p. 28. Also, AUCC. “Strengthening Aid Effectiveness through Knowledge: The Perspective of Canadian Universities on Renewing CIDA” (Ottawa, June 2001) p. 6, remarks: “In addition to being the primary training ground for future development specialists and policy analysts, the Canadian university community

is a repository of policy experts and development researchers and stands ready to work with CIDA on new initiatives that might strengthen CIDA’s knowledge base and policies (e.g., organizing relevant policy seminars, facilitating secondments of university faculty with CIDA, etc.)”

¹⁰¹ Craig, J. *Land, People and Power: The Question of Third World Land Reform* (Toronto: Oxfam-Canada, 1977).

¹⁰² Pestieau and Tait, op. cit.

¹⁰³ Angeles, L. and P. Boothroyd, “Canadian Universities and International Development: Learning From Experience,” *Canadian Journal of Development Studies* Vol. XXIV, No. 1, 2003, p. 22, citing E.T. Jackson “How University Projects Produce Development Results: Lessons from 20 Years of Canada-China Co-operation in Higher Education” in the same volume.

¹⁰⁴ IDRC and AUCC, op. cit., p. 6.

¹⁰⁵ Knight, Jane. *Progress and Promise. The 2000 Report of Internationalization at Canadian Universities* (Ottawa: AUCC 2000) pp. 4-5.

¹⁰⁶ Angeles and Boothroyd, op. cit., p. 13.

¹⁰⁷ Clark, H.C. “The Dilemma of Institutional Structures,” in Bond and Lemasson (eds). *A New World of Knowledge* op cit., pp. 113-4.

¹⁰⁸ IDRC and AUCC, op. cit., pp. 17-18 and p. 23.

¹⁰⁹ Shute, J. “From Here to There and Back Again: International Outreach in the Canadian University,” in Bond and Lemasson, *A New World of Knowledge*, op. cit., pp. 33-39.

¹¹⁰ Loxley, op. cit.

¹¹¹ Esteva, Esteva and M.S. Prakash. *Grassroots Post-Modernism: Remaking the Soil of Cultures* (London: Zed, 1998) pp. 197-8.

¹¹² The Canadian Association for the Study of International Development, the Canadian Consortium of University Programs in International Development Studies, and the Canadian Council of Area Studies Learned Societies.

¹¹³ This would require the creation of a data-base listing Canadian IDS specialists and their area of expertise.

¹¹⁴ This recommendation also applies to the Council for International Health Research (CIHR) and the National Science and Environmental Research Council (NSERC).

¹¹⁵ For instance, this could involve an elaboration of the index produced by the Center for Global Development. See footnote 47 above.