

PSCI 4104B
Theory and Practice in Third World Development
Thursdays: 6:05-8:55pm
Please confirm location on Carleton Central

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Course Objectives:

This seminar course looks at the different **policies** put into practice to attain **development** around the world since 1945. In the first part of the seminar, the most influential ideas and theories that have come up since then regarding economic development are introduced. The second part of the course looks at the actual experience (or practice) of development in selected countries of the Middle East, Caribbean, Latin America and East Asia. In this context, spatial and historical comparatives are made.

While no specific requirement is needed for this course, participants are expected to keep an open mind to different views on development (neoliberal, nationalist, Marxist, postmodernist, and constructivist) and a keen interest in grasping economic affairs from a political perspective. At the end of the course, participants will have acquired the skills necessary to proceed to higher academic studies in the politics of economic development.

Required Texts

A reading package will be made available by the instructor at the beginning of the course.

Grading

Midterm Take-home Exam	40%	due Tuesday, October 30
Class Participation	20%	
Final Take-home Exam	40%	due Tuesday, December 9.

The Take-home Examination: The take-home exams are of the essay type in double space of font 12 with due references to the assigned readings. Marks will be awarded for clarity and originality of thought.

Late Penalty: 5% per day

Class Participation: Participation marks include attendance, summaries in essay format, presentations, contribution to discussions and discipline. Attendance in class will be

recorded at random.

Since this is a seminar course, the instructor will be lecturing for only half of the time of the class. In the other half, participants will present some of the readings to their peers. Each presenter will also summarize the reading assigned in a one-page hand out with appropriate references, and prepare three to five questions to stimulate **critical** discussions in class. These presentations will be very useful later when revising and answering the questions of the take-home examinations. The questions for discussion are to be emailed to the instructor one day before the seminar to enable revising prior to the seminar discussions.

During the seminar, the presenter will introduce the class to the central themes of the assigned reading and is expected to develop on its context. The presentation is to be done without reading, in 10 to 15 minutes, with or without visual aids. Quality and clarity are very important at this stage, as much as **originality and critical thinking**. Occasionally, the instructor may intervene to clarify some points.

Participants are advised to attend every session as each absence from class adversely affects both attendance and participation marks.

Given the dynamic nature of the literature on development in the Third World, the course outline and associated readings may be assumed to be tentative only. At the discretion of the instructor, some changes to the assigned readings may be made.

The readings have been selected not to overburden, but to enable the student acquire a broad spectrum of the views expressed in the development literature. Before venturing to read the assigned reading as whole, students are advised to read the introduction, the conclusion, and the major sections of an assigned reading to unearth the main theme, the relative importance and relevance of each section to the main theme.

COURSE OUTLINE AND READINGS

Part I THE THIRD WORLD AND EVOLUTION OF DEVELOPMENT THEORIES

Session 1 (September 4)

Presentation of the class and organization issues. Panorama of the material to be covered.

Session 2 (September 11)

HISTORY AND DEFINITIONS OF DEVELOPMENT .

Schurman, F. (2000). "Paradigms Lost, Paradigms Regained? Development Studies in the Twenty-First Century." *Third World Quarterly*, 21-1, pp. 7-20.

Sen, A. (1999) Introduction and Chapters 1 and 2 in *Development as Freedom*, A.A. Knopf: New York, pp 3-53.

Amsden, A. (2001) *The Rise of the Rest. Challenges to the West from Late Industrializing Countries*. Oxford University Press. Chapter 1

Corbridge, S. (1998) 'Beneath the Pavement Only Soil': The Poverty of Post Development', *Journal of Development Studies*, 34-6, pp 138-148.

Session 3 (September 18)

THE GROWTH AND MODERNIZATION MODELS

Rostow, W. (1959) "The Stages of Economic Growth", *The Economic History Review*, New Series, 12-1, pp. 1-16.

Hirschman, A. (1967) *Development Projects Observed*. The Brookings Institution. Chapter 2.

Ranis, G. (2004) Arthur Lewis' Contribution to Development Thinking and Policy, Discussion Paper 891, Economic Growth Center, Yale University.

Huntington, S. (1968) *Political Order in Changing Societies*, Yale Univ. Press. Chap 4.

Session 4 (September 25)

THE STRUCTURALIST CRITIQUES

Prebisch, R. (2000) Dependence, Development and Interdependence, in Ranis, G. et al, *The State of Development Economics*, Basil Blackwell.

Chang, H. (2004) An institutionalist perspective on the role of the state: towards an institutionalist political economy. In Burlamqui et al (eds) *Institutions and the Role of the State*, Elgar Publishers.

Escobar, A. (1997). *Encountering Development: The Making and Unmaking of the Third World*. Ch 1 and Ch 6.

Session 5 (October 2)

INTERNATIONAL DISCIPLINES ON DEVELOPMENT

Finnemore, M. (1998) Redefining Development at the World Bank, in Frederick Cooper and Randall Packard (eds) *International Development and the Social Sciences*, Univ. of California Press.

Pauly, L. (1998) *Who Elected the Bankers? Surveillance and Control in the World*

Economy. Chapters 5 or 6.

Amsden, A. (2001) *The Rise of the Rest. Challenges to the West from Late Industrializing Countries*. Oxford University Press. Chapter 9.

Session 6 (October 9)

THE NEOLIBERAL MODEL

Colclough, C. (1991). "Structuralism vs. Neo-Liberalism: An Introduction", in C. Colclough and J.M. Manor (eds.) *States or Markets?*, Clarendon Press.

Williamson, J. (1990) *The Progress of Policy Reform in Latin America*, Institute for International Economics. Chapter 4.

Krueger, A. (2000) The Relationships between Trade, Employment and Development, in Ranis, G. et al, *The State of Development Economics*, Basil Blackwell.

Session 7 (October 16)

THE DEVELOPMENTAL MODEL

Evans, P. (1995) *Embedded Autonomy*, Princeton University Press, chapter 1.

Woo-Cummings, M. (1999) *The Developmental State*, Cornell University Press, chapters 1 and 2.

Session 8 (October 23)

MIDTERM EXAM - NO CLASS

Part II

DEVELOPMENT EXPERIENCES

Session 9 (October 30)

PRACTICE OF DEVELOPMENT IN MIDDLE EAST

Richards, A. and John Waterbury (1996) *A Political Economy of the Middle East*. Chapters 2 and 3.

Waldner, D. (2001) *State Building and Late Development*. Chapter 3.

Onis, Z. (1998) Political Economy of Turkey in the 1980s, Anatomy of Unorthodox Liberalism, *State and Market (Journal)*

Session 10 (November 20)

PRACTICE OF DEVELOPMENT IN EAST ASIA

Amsden, Alice (1992) *Asia's Next Giant: South Korea*, Oxford University Press. Chap.1.

Wade, R. (2004) *Governing the Market. Economic Theory and the Role of Government*.

Princeton University Press. Chapter 10.

Haggard, S. (2000) *The Political Economy of the East Asian Crisis*. Introduction and Chapter 1.

Session 11 (November 6)

PRACTICE OF DEVELOPMENT IN THE CARIBBEAN

Grugel, J. (1995) *Politics and Development in the Caribbean Basin*. Introduction (p. 1-29)

Payne, A. (2006) The end of green gold? Comparative development options and strategies in the Eastern Caribbean banana-producing islands, *Studies in Comparative International Development (SCID)*, Vol 41-3, p. 25-46.

Bishop, M. et al (1997) Barbados. Social Development in a Small Island State. In Santosh K. Mehrotra and Richard Jolly (ed.) *Development With a Human Face: Experiences in Social Achievement and Economic Growth*. Oxford University Press, p. 323-354.

Session 12 (November 13)

PRACTICE OF DEVELOPMENT IN LATIN AMERICA

Sikkink, K. (1991) *Ideas and Institutions. Developmentalism in Brazil and Argentina*. Chapter 5.

Ross Schneider, B. (1999) The Desarrollista State in Mexico and Brazil, in Woo-Cummings, M. *The Developmental State*, Cornell University Press.

Bresser Pereira, L. (2004) State Reform in the 1990s: Logic and Control Mechanisms. In Burlamqui et al (eds) *Institutions and the Role of the State*, Elgar Publishers.

Gwynne, Robert N.; Kay, Cristobal, (2000) Views from the periphery: futures of neoliberalism in Latin America, *Third World Quarterly*, 21-1, 141-156.

Session 13 (November 27)

PRACTICE UNDER GLOBALIZATION AND WRAP UP

Wade, R. (2003) "What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of Development Space," *Review of International Political Economy* 10, 4: 621-644.

Chang, H. (2002) *Globalization, Economic Development and the Role of the State*. Chapter 8

Amsden, A. 2005 *The Rise of the Rest. Challenges to the West from Late Industrializing Countries*. Oxford University Press. Chapter 10.

Academic Accommodations

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first in-class test or CUTV midterm exam**. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: **November 6th, 2006** for fall and fall/winter term courses, and **March 9th, 2007** for winter term courses.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: www.carleton.ca/polisci/undergrad/styleguide.pdf

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure B No Deferred) is assigned when a student's

performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.