

PAPM 4000 B - CAPSTONE SEMINAR – DEVELOPMENT
ARTHUR KROEGER COLLEGE OF PUBLIC AFFAIRS AND POLICY
MANAGEMENT

Check Carleton Central for Schedule and Location

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[Homepage - PAPM4000B Capstone Seminar \(SEM\) Fall 2024 \(carleton.ca\)](#)

1. Course Description

Course Overview: PAPM 4000B - Capstone Seminar in Development Policy Studies

Welcome to the Capstone Seminar in Development Policy Studies. This seminar aims to consolidate and apply your previous learning to delve deep into fundamental questions of development.

Key Questions Explored:

- Why do some countries prosper while others struggle with violence, poverty, and authoritarianism?
- Can struggling countries emulate the success of prosperous nations? If not, what are the barriers?
- What has been the West's influence on these countries' trajectories? What should be its future role?
- Why do certain reforms seem perfect in theory but fail in practice?

We'll also journey through the political economy of development, focusing on the incentives driving leaders, organizations, and bureaucracies when addressing development reforms. Our goal isn't just to teach you the "how-to" of development work but to offer tools for understanding its underlying concepts and why plans might falter.

2. Learning Outcomes

Being a seminar course, much of the learning here is participatory. PAPM is an interdisciplinary program that nurtures a broad appreciation of learning. Through this course, we aim to:

Knowledge Application

- Showcase understanding of policy and development concepts in current contexts.
- Pinpoint how these themes are present in contemporary debates and events.
- Use theory to decipher intricate social issues.

Analysis & Understanding

- Evaluate diverse theoretical viewpoints to strengthen understanding.

- Use policy and development frameworks to analyze multifaceted societal challenges on various scales.
- Adapt this knowledge to tasks in unfamiliar settings within tight deadlines.

Communication

- Express these concepts effectively to academic peers and the general public, both verbally and in writing.

3. Seminar Organization

The instructor will begin with a classic reading on selected topics to set the foundation for the seminar. However, the majority of the seminar will be based on topics and readings chosen by the seminar participants. These topics and readings will be selected at the outset of the course, with the goal of finalizing the reading list by the end of the first week. This approach allows students to explore areas that align with their interests and to take ownership of the seminar content.

From there, the seminar format will shift to student-led presentations and discussions. During the first few weeks, we anticipate two presentations per class, focusing on the chosen readings and topics. In the later classes, students will shift focus to presenting their policy memos, which will be developed throughout the course.

Primarily, our sessions will be group discussions guided by student leadership. Each week:

- The instructor will briefly introduce the topic with a classic reading.
- This introduction will be followed by student-led presentations and discussions based on the readings selected by the participants.
- Typically, there will be two student presentations per class during the first part of the course, with the format evolving to policy memo presentations in the later sessions.

As always, preparation and active participation are crucial. Completing weekly readings, preparing notes, and engaging in discussions are essential components of the seminar experience.

4. Texts & Course Materials

The course material will generally consist of journal articles, book chapters, and other media. All of this will be made available through Brightspace.

5. Evaluation and Student Work

(a) Evaluation components

Item	Grade	Due Date
Reading Journal (x10)	10%	Starting September 10, every Tuesday by 11:59 pm
Critical Review (x2)	20% (10% x 2)	#1: Due October 15 #2: Due December 8
Seminar Presentation	20%	Students will sign up for presentations in Week 1
Policy Memo	35%	Proposal: September 29 Final Memo: November 15 Presentation: November 21 – December 5 (during class)
Seminar Attendance and Participation	15%	Ongoing

late penalty: 1/3 letter grade per day for the critical reviews and policy memo. Reading journals receive a 0 if submitted late. Missing a presentation could result in a 0 as well.

students must complete all course work - to receive a passing grade, students must complete the critical reviews, policy memo, and seminar presentations.

(b) Evaluation components in detail

Reading Journal

Starting in Week 2, you are required to submit 10 weekly check-ins that are by Tuesday each week 11:59 pm). Late assignments will not be accepted since it would defeat the point, which is to show that you have prepared for class. Each check-in should be roughly one page (250-500 words) and submitted via Brightspace. I will determine the grade by the end of the semester, based on the number of check-ins you submit and the quality of your submissions. I am looking for evidence that you completed and understood the assigned material for a given week.

There are three main questions for the check-in assignment:

1. **What is one thing you learned from the assigned reading?** This could be a new concept, a theory, a historical fact, or information that you did not previously know. In your own words, briefly define or describe the concept, theory, or information from the reading.
2. **What is one thing you found to be unconvincing or problematic about the assigned reading?** This could be the author’s argument, a concept, a theory, or a specific aspect of the material.
3. **Each week will also contain several prompting questions about the reading.** Pick one and provide a brief response.

Critical Review

The critical review is a 1750-word analytical paper summarizing and responding to the readings for a given week. Students may write on their presentation topic if they choose.

What is a Critical Review?

- A critical review is a short, analytical essay that aims to evaluate and argue about a specific piece or set of academic literature.

Learning Objective of a Critical Review The critical review aims to enhance various skills:

- **Reading Comprehension:**
 - Sorting through a large volume of writing to discern central arguments, ideas, and themes.
 - Despite potentially vast amounts of reading, the final product should be concise.
- **Argument Formulation:**
 - Generating and defending a thesis statement.
 - The essay should be centered on promoting this thesis in a compelling way.
- **Effective Writing:**
 - Creating a professionally written product.
 - Communicating main ideas and analysis in a succinct, clear, and professional manner.

Scope of Critical Reviews

- Reviews can target one particular reading or an issue/theme that spans multiple readings.
- Regardless of the focus, incorporate all relevant readings on the topic.

Position Towards the Reading(s)

- It is not obligatory to disagree with the readings.
- Reviews can align with a reading or idea.
- Emphasis should be on independent analysis and argumentation.
- Sympathetic critiques could refute potential objections or apply the idea to a specific case.

Structure of the Critical Review

- **Introduction:**
 - Highlight the essay's objective and main argument.
- **Body:**
 - May include a brief literature summary.
 - Primarily expands on the thesis in an organized manner.
- **Conclusion:**
 - A brief summary and additional insights.

Approaching a Large Volume of Reading When reviewing literature, always consider: "Is the article convincing?"

To determine this, ask:

- What is the core issue/question tackled by the author?
- Identify the main argument.
- Examine the argument's logic.
- Determine how the argument can be tested.
- Understand the underlying assumptions.
- Assess the argument's applicability.
- Suggest improvements to the argument.

Note: An argument's flaws do not automatically deem it unworthy.

Marking Criteria for the Critical Review

- **Quality of Argument (45%):**
 - Relevant research question.
 - Evidenced and compelling thesis.
 - Clear, logical presentation of the argument.
 - **Reading Comprehension (45%):**
 - Display an understanding of the key argument and its implications.
 - Ensure fairness: depict the critiqued argument as the author would.
 - Disagreement is acceptable, but misrepresentation of arguments is not.
 - **Style and Writing Quality (10%):**
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Seminar Attendance and Participation

Students are expected to come to class prepared to discuss the readings. As a seminar, a portion of each class will consist of structured discussions, and students are expected to make thoughtful contributions regularly. The instructor will track the frequency and quality of student participation when assigning the final grade.

Seminar Presentation

Each student will choose a topic related to international development that aligns with their interests, work, or expertise from other classes. The chosen topic should be both relevant to the course and reflective of their unique perspective or background. Students will then select two readings that correspond to their topic and present them to the class. These readings should be selected and approved by Week 2 to ensure adequate preparation time.

In general, your goal is to teach your classmates about the reading topic, which requires a strong understanding and grasp. You should introduce the reading in the context of the broader topic and explain the article's contribution to addressing the topic with reference to the key argument, methodology, and, if applicable, policy implications. Additionally, you should analyze the article, considering the implications, assessing whether the key claims are accurate, evaluating the quality of evidence, and discussing broader applications if applicable. The analysis can also be critical, opposing or refuting the author's argument.

Seminar Presentation Guidelines

Your seminar presentation should guide the class through a comprehensive exploration of your chosen topic. The presentation should be structured as follows:

1. **Introduction to the Topic:** Provide an overview of the background and context. Explain why the topic is important in the field of international development and what makes it significant in today's global landscape.

2. **Overview of the Readings:** Discuss the readings you selected for the class. Explain how these readings relate to similar issues, why they are important, and why you chose them. Highlight how they contribute to a deeper understanding of the topic.
3. **Analysis of the Readings:** Summarize what the readings say and discuss their implications. Focus on the main arguments, key findings, and any relevant methodological approaches. Consider how these readings contribute to ongoing debates or address critical challenges within the topic.
4. **Your Views and Response:** Offer your perspective on the readings. This could include agreement or disagreement with the arguments presented, critical reflections on the evidence provided, or an exploration of alternative viewpoints. The goal is to engage with the material thoughtfully and analytically.
5. **Discussion Questions:** Develop 3-4 thought-provoking questions to facilitate class discussion. These questions can be posed throughout the presentation or grouped at the end. The aim is to encourage deeper engagement with the topic and prompt diverse perspectives from your peers.

Additional Requirements:

- **Visual Aids:** Incorporate visuals such as PowerPoint or Prezi slides to enhance the clarity and effectiveness of your presentation.
- **Instructor Notes:** Provide the instructor with a copy of your notes or an outline of your presentation. These notes are not for grading purposes but will serve as a reference.
- **Duration:** Presentations must not exceed 15 minutes, though discussions may run longer.
- **Outside Research:** Supplement your discussion with some degree of external research.

Policy Memo Project

Three components:

1. **Written Policy Memo (2500 words)** due November 15.
2. **Proposal for Policy Memo (250 words)** due September 29.
3. **Memo Presentation (5-10 minutes)** starting November 21.

Instructions

Either individually or in a group, write a 2500-word memo that identifies a development policy problem and:

- Diagnoses the problem.
- Assesses past attempts to solve the problem, including successes and failures.
- Proposes alternate ways to approach the problem based on lessons learned in the course.

The topic of the memo can overlap with the syllabus topics or be entirely different.

Good memos will:

- Use the readings and concepts from the class (if applicable).
- Draw extensively from a wide literature on your chosen country/policy.

- Be well-organized and clearly written.
- Be well-researched and persuasive.
- Be dense with ideas.

The memo can propose original ideas or synthesize existing sources and literature, which is an important policy skill.

Policy Memo Proposal

- Submit a 250-word summary of the basic idea behind the policy memo. It should focus on describing the development problem the memo will address.
- Include a preliminary bibliography of at least 5 sources.
- Marked on a pass/fail basis.
- 5% of the memo grade.

Policy Memo Presentation

In the last part of the course, each group will present their policy memo in the seminar. The presentation should:

- Provide background on the topic.
- Cover key debates/issues associated with the topic.
- Summarize the approach your memo takes and the main argument.
- Provide discussion questions and further reading suggestions for the class.

Presentation Format:

- Duration: 20-30 minutes max, including slides and other visual aids (longer for bigger groups, shorter for smaller groups).

Two weeks prior to the presentation:

- Choose 1 reading to assign to the class that supports/provides context for the ideas that will be presented in the policy memo.

Course schedule

Week	Date	Class Focus	Readings	Notes
1	September 5	Introduction to the Course	Ferguson, James. <i>Anti-politics machine: Development, depoliticization, and bureaucratic power in Lesotho</i> . U of Minnesota Press, 1994.	Student presentations and topics to be finalized
2	September 12	Topic chosen by students Institutions	Acemoglu, Daron, Simon Johnson, and James A. Robinson. "Institutions as a fundamental cause of long-run growth." <i>Handbook of economic growth</i> 1 (2005): 385-472. Part 2: Student-Chosen Readings for Topic 1	Topic selection finalized by students
3	September 19	Topic chosen by students	Studwell, Joe (2013) <i>How Asia Works: Success and Failure in the World's Most Dynamic Region</i> (Profile Books).	

		Land reform	Student-Chosen Readings for Topic 2	
4	September 26	Topic chosen by students Institutional reform	Qian, Yingyi (2017) <i>How Reform Worked in China: The Transition from Plan to Market</i> (MIT Press). Student-Chosen Readings for Topic 3	
5	October 3	Topic chosen by students Democratization	Stasavage, David (2020) <i>The Decline and Rise of Democracy</i> (Princeton University Press) Student-Chosen Readings for Topic 4	
6	October 10	Topic chosen by students Poverty	A Banarjee and E Duflo, <i>Poor Economics</i> . Penguin (2010). Student-Chosen Readings for Topic 5	
7	October 17	Topic chosen by students Famine	Ó Gráda, Cormac (2015) <i>Eating People is Wrong, and Other Essays on Famine, its Past, and its Future</i> (Princeton University Press) (Chapter 2: Sufficiency and Sufficiency and Sufficiency: Revisiting the Great Bengal Famine of 1943-1944) Student-Chosen Readings for Topic 6	
Break	October 24	No Class – Fall Break		
8	October 31	Topic chosen by students Climate	Seto, Karen; Davis, Stephen; Mitchell, Ronald; Stokes, Eleanor; Unruh, Gregory; and Ürge-Vorsatz, Diana (2016) <i>Carbon Lock-In: Types, Causes, and Policy Implications</i> , <i>Annual Review of Environment and Resources</i> 41:425-452 Student-Chosen Readings for Topic 7	
9	November 7	Topic chosen by students Debt and development	Roos, Jerome (2019) <i>Why Not Default? The Political Economy of Sovereign Debt</i> (Princeton University Press). Student-Chosen Readings for Topic 8	
10	November 14	Topic chosen by students Gender and development	Evans, Alice (2021) <i>How Did East Asia Overtake South Asia?</i> Student-Chosen Readings for Topic 9	Transition to policy memo presentations

11	November 21	Policy Memo Presentations – Session 1 Trade and labour standards	B Powell. <i>Out of poverty: Sweat shops in the Global Economy.</i> Policy memo readings	Students present policy memos
12	November 28	Policy Memo Presentations – Session 2 Experts and development	William Easterly 2015, <i>The Tyranny of Experts.</i> Policy memo readings	Students present policy memos
13	December 5	Policy Memo Presentations – Session 3 & Wrap-Up	Policy memo readings	Final class and course reflection

Annex

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (On and Off Campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**
 - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
 - Health & Counselling Services: <https://carleton.ca/health/>
 - Paul Menton Centre: <https://carleton.ca/pmc/>
 - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
 - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 - Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- **Off-Campus Resources:**
 - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>

- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy Accommodation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form [here](#).
- **Religious Accommodation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, [click here](#).
- **Accommodations for Students with Disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).
- **Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's Academic Integrity Policy addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas, or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas, or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet, and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part by someone else.
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment.
- Using another’s data or research findings without appropriate acknowledgment.
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own.
- Failing to acknowledge sources through proper citations when using another’s work and/or failing to use quotation marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, images, summaries, videos, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences that cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at <https://carleton.ca/registrar/academic-integrity/>.

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points, is:

Percentage	Letter Grade	12-Point Scale	Percentage	Letter Grade	12-Point Scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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.