

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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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.

Main Development Questions:

- 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.

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.

Seminar Organization

The seminar is structured around central development questions. It begins with foundational literature on political development, then delves into the complexities of development interventions. Some highlighted topics include:

- Role of planning and experts
- Randomized controlled trials
- Aid implications
- Microinterventions

Towards the end, students will have the opportunity to present their individual or group work. Throughout, expect to engage in both oral and written forms. Moreover, this seminar can be a platform to refine topics for the Honours Research Essay.

Seminar Format

Primarily, our sessions will be group discussions. It's imperative to complete weekly readings before each seminar. From the second week:

- The instructor introduces the topic.
- This will be succeeded by student presentations and discussions on readings and commentaries pertinent to development policy
- Typically, there will be 2-3 reading presentations per class.

Remember, participation requires preparation. Do your readings diligently and make notes. The "reading journal" assignments will guide you in this. Every week, anticipate summarizing a reading aspect or providing a critical analysis on the ongoing discussion.

Evaluation and Student Work

Item	Grade	Due date
Reading Journal (x10)	10	Starting on September 17, every Sunday by 11:59 pm.
Critical Review (x2)	25 (12.5 x 2)	#1: Due October 16 #2: Due December 8
Seminar Presentation (x2)	20 (10 x2)	Students will sign up for presentations on week 1
Seminar attendance and participation	5	Ongoing

Policy Memo	30	Proposal: September 27 Final Memo: November 20 Presentation: Nov 20-Dec 8
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Reading Journal

Starting in week 2, you are required to submit 10 weekly check-ins that are due 24 hours prior to class (due on Sunday by 11:59 pm).

Late assignments will not be accepted since it would kind of 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 should be submitted via Brightspace.

I will determine the grade by the end of the semester, which will be based on the number of check-ins that you submit as well as 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 of the check-in assignment:

1. What is one thing that 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, you should 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 or historical interpretation, a concept, a theory, or some 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

1750-word analytical paper summarizing and responding to the readings for a given week. Students can write on their presentation topic, as well, 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

A critical review aims to help students 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:**
 - The task involves creating a professionally written product.
 - Communicate the 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's 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.
 - More details can be found in "the introductory paragraph" section.
- **Body:**
 - Might 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

While reviewing literature, always ponder: "Is the article convincing?" To determine this, consider the following:

- 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 don't 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 isn't.
- **Style and Writing Quality (10%):**

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 class discussion, and students are expected to make thoughtful contributions on a regular basis. The instructor will track the frequency and quality of student participation in assigning the final grade

Seminar Presentation

Each student will deliver a 15 minute oral presentation on the required readings for a given week. Students will sign up to pick a presentation topic and a topic date on the first day of class. In general, you should try and teach your classmates about the reading topic, which requires you to have a very 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. In addition, you should proceed to analyze the article. This analysis be in the form of teasing out the implications of the piece, assessing whether the key claims seem true, assessing the quality of the evidence, and discussing broader applications, if applicable. The analysis could also take the form of a critical analysis that opposes or refutes the author's argument.

Seminar Presentation Guidelines

Students are expected to present on course readings and spearhead the subsequent discussion. Here's a breakdown of what your presentation should entail:

1. Introduction and Context

- Provide background and context pertaining to the topic the reading addresses.

2. Summary of the Reading

- Highlight the reading's thesis, main arguments, and, when relevant:
- Methodology
- Cases or data

3. Contribution of the Reading

- Detail the main takeaway or the reading's significance to the topic.

4. Critical Analysis

- Analyze the reading, considering:
- Its persuasiveness
- Assumptions made
- The quality of evidence provided
- Its applicability in diverse settings

Note: When critiquing, focus on the content. Avoid commenting on writing style or quality. A common mistake in critical analysis is to point out topics the article does not cover without a detailed discussion of why the article should have covered that topic.

5. Discussion Points

- Generate 3-4 “discussion questions” to fuel class discussion.
- These can be posed throughout or at the end of the presentation.

Additional Presentation Requirements

- **Duration:** Presentations must not surpass 15 minutes, though discussions might.
- **Visual Aids:** Incorporate aids like PowerPoint or Prezi slides.
- **Written Copy:** Furnish a written copy for the instructor. This can be in draft form.
- **Outside Research:** Supplement your discussion with some degree of external research.

Policy memo Project

Three products:

- Written Policy Memo (2500 words) due November 20
- Proposal for policy memo (250 words) due September 27
- Memo presentation (5-10 minutes), starting November 20.

Instructions

Either alone or in a group, write a 2500 word memo that chooses a development policy problem and

- Diagnoses the problem
- Assesses past attempts to solve the problem, either successes and failures
- Proposes alternate ways to approach the problem based on the lessons in the course
- The topic of the memo can overlap with the topics on the syllabus, or it could be a completely different topic.

Good memos will:

- Use the readings and concepts from the class (if applicable)
- Draw extensively from a wide literature on your country/policy of choice
- Be well-organized and clearly written
- Be well researched and persuasive
- Be dense with ideas

The paper can propose original ideas or synthesize existing sources and literatures and ideas, which is an important policy skill to develop.

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.
- It should also 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 class, each group will present their policy memo in the seminar. The presentation should

- Provide background on the topic
- Cover some of the 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
- In terms of format, the presentation should be 20- 30 minutes max and include slides and other visual aids. (bigger groups can have longer presentations, and smaller groups, shorter)

2 weeks prior to the presentation,

- Choose 1 readings to assign to the class that support/provide context for the ideas that will be presented in the policy memo.

Schedule and reading list

An asterisks (*) indicates a key, required reading.

In some cases, I have listed entire books. If no chapters are indicated, students should seek to familiarize themselves with the main arguments and approach of

the book and do sufficient reading to accomplish this goal. This would mean skimming the book, reading the introduction and maybe 2-3 chapters.

11-Sep-2023: Introduction to class

- New York Times excerpt from Singer, Peter. 2010. *The Life You Can Save: How to Do Your Part to End World Poverty*. Random House Incorporated. *
- Cowen, Tyler. *Stubborn attachments: A vision for a society of free, prosperous, and responsible individuals*. Stripes Press, 2018.*
- Pritchett, Lant. "Divergence, big time." *Journal of Economic perspectives* 11.3 (1997): 3-17.*
- Kremer, Michael, Jack Willis, and Yang You. "Converging to convergence." *NBER macroeconomics annual* 36.1 (2022): 337-412.

18-Sep-2023 – State Development

- Jeffrey Herbst (2000). *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press.* (pay attention to Chapter 1, 5, 9)
- Thomas, Melissa Annette. *Govern like us: US expectations of poor countries*. Columbia University Press, 2015.* (pay attention to Chapters 5, 7)
- Dipali Mukhopadhyay (2014). *Warlords, strongman governors, and the state in Afghanistan*. Cambridge University Press* (Chapter 1)
- Dincecco, Mark, and Gabriel Katz. "State capacity and long-run economic performance." *The Economic Journal* 126.590 (2016): 189-218.
- de la Sierra, Raúl Sánchez. 2015. "On the Origin of States: Stationary Bandits and Taxation in Eastern Congo."

25-Sep-2023 – Order, conflict, Violence

- Robert H. Bates (2008). *When Things Fell Apart: State Failure in Late-Century Africa*. Cambridge, Cambridge University Press.* (pay close attention to Part I and III)
- Weinstein, Jeremy M. *Inside rebellion: The politics of insurgent violence*. Cambridge University Press, 2006.* (pay attention to Chapter 2, 3)
- Blattman, Christopher, and Edward Miguel. "Civil war." *Journal of Economic literature* 48.1 (2010): 3-57.

- North, Douglass C., John Joseph Wallis, and Barry R. Weingast. "Violence and the rise of open-access orders." *J. Democracy* 20 (2009): 55.
- Besley, Timothy, and Torsten Persson. "State capacity, conflict, and development." *Econometrica* 78.1 (2010): 1-34.*

2-Oct-2023 – Institutions and Development

- Robinson, James A., and Daron Acemoglu. *Why nations fail: The origins of power, prosperity and poverty*. London: Profile, 2012.* (key chapters 1, 2, 9, 13)
- Robinson, James A. "Colombia: Another 100 years of solitude." *Current history* 112.751 (2013): 43-48.*
- Moss, Todd J., Gunilla Pettersson Gelande, and Nicolas Van de Walle. "An aid-institutions paradox? A review essay on aid dependency and state building in sub-Saharan Africa." Center for Global Development working paper 74 (2006): 11-05.*
- Dell, Melissa. 2010. "The Persistent Effects of Peru's Mining Mita." *Econometrica*, 78(6): 1863-1903.
- Bahrami-Rad, Duman, et al. "Kin-based institutions and economic development." Available at SSRN (2022).
- Nunn, Nathan, and Leonard Wantchekon. "The slave trade and the origins of mistrust in Africa." *American Economic Review* 101.7 (2011): 3221-52

9-Oct-2023 – Thanksgiving (no class)

16-Oct-2023 – Micro approaches

- Duflo, Esther, and Abhijit Banerjee. *Poor economics*. Vol. 619. New York, NY, USA: PublicAffairs, 2012.* (Key chapters: 2,3, 7)
- Nunn, Nathan. "Rethinking economic development." *Canadian Journal of Economics/Revue canadienne d'économique* 52.4 (2019): 1349-1373.*
- Ogden, Timothy N., ed. *Experimental conversations: Perspectives on randomized trials in development economics*. MIT Press, 2017
- Pritchett, Lant. "Randomizing Development." *Randomized control trials in the field of development: A critical perspective* (2020): 79.

23-Oct-2023 - Reading week (no class)

30-Oct-2023 – sociology of development practice

- David MacKenzie (2021). "[What is the profile of leading development economists on the PhD job market? \(worldbank.org\)](#)" *
- Autesserre, Séverine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. Cambridge University Press. *
- Scott, James C. *Seeing Like a State*. Yale University Press, 2008.
- Ferguson, James. 1994. The Anti-Politics Machine. (Short version) *The Ecologist* 24(5).*

6-Nov-2023 - iterative approaches to development policy

- Andrews, Matt, Lant Pritchett, and Michael Woolcock. *Building state capability: Evidence, analysis, action*. Oxford University Press, 2017.*
- Mastroiocco, Nicola, and Edoardo Teso. *State Capacity as an Organizational Problem. Evidence from the Growth of the US State Over 100 Years*. No. w31591. National Bureau of Economic Research, 2023

13-Nov-2023 – Authoritarianism and Development

- Easterly, William. *The tyranny of experts: Economists, dictators, and the forgotten rights of the poor*. Basic Books, 2014.*
- Bai, Chong-En, Chang-Tai Hsieh, and Zheng Song. "Special deals with Chinese characteristics." *NBER macroeconomics annual* 34.1 (2020): 341-379.*

20-Nov-2023 – Neo-liberalism and Development

- Powell, Benjamin. *Out of poverty: Sweatshops in the global economy*. Cambridge University Press, 2014.*
- Selkar, Vijay, and Ajay Shah. 2019. *In Service Of The Republic: The Art And Science of Economic Policy*. Penguin Random House.
- Bloom, Nicholas, et al. "Management practices across firms and countries." *Academy of management perspectives* 26.1 (2012): 12-33.*

27-Nov-2023 – cities and urban development problems

- Abt, Thomas. 2019. *Bleeding Out: The Devastating Consequences of Urban Violence—And a Bold New Plan for Peace in the Streets*. Basic Books.*
- Melnikov, Nikita, Carlos Schmidt-Padilla, and Maria Micaela Sviatschi. *Gangs, labor mobility and development*. No. w27832. National Bureau of Economic Research, 2020.
- Bhagia, Meher, and Mallika Bose. "Who owns the city? Neoliberal urbanism and land purchases in Gurgaon, India." *Urban Studies* (2023): 00420980231184784.*
- Rajagopalan, Shruti, and Alexander Tabarrok. "Lessons from Gurgaon, India's private city." *Cities and Private Planning: Property Rights, Entrepreneurship and Transaction Costs* (2014): 199.**

4-Dec-2023 – Education and Development

- Pritchett, Lant. *The rebirth of education: Schooling ain't learning*. CGD Books, 2013.* (Chapter 1, 2)
- Tooley, James. *The beautiful tree: A personal journey into how the world's poorest people are educating themselves*. Cato Institute, 2013.* (Chapter 1, 2)
- Duflo, Esther, and Abhijit Banerjee. *Poor economics*. Vol. 619. New York, NY, USA: PublicAffairs, 2012.* (Chapter 4)
- Easterly, William. "How the millennium development goals are unfair to Africa." *World development* 37.1 (2009): 26-35.

8-Dec –2023 – alternative governance and development models

- Scott, James C. *The art of not being governed: An anarchist history of upland Southeast Asia*. Nus Press, 2010* Chapter 1, 2.
- Leeson, Peter T. "Better off stateless: Somalia before and after government collapse." *Journal of comparative economics* 35.4 (2007): 689-710.*
- Fitzpatrick, Nick, Timothée Parrique, and Inês Cosme. "Exploring degrowth policy proposals: A systematic mapping with thematic synthesis." *Journal of Cleaner Production* 365 (2022): 132764.
- Loyle, Cyanne E., et al. "New directions in rebel governance research." *Perspectives on Politics* 21.1 (2023): 264-276. Appendix Covid-19 Information All members of the Carleton community

VII. Statement on Plagiarism

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally 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, 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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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 acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

VIII. Statement on 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.

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>

IX. Requests for Academic Accommodations

ACADEMIC ACCOMMODATION

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

Informal accommodation due to short-term incapacitation: [provide information on your requirements for short-term informal accommodations. If you require supporting documentation, you may only request the Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>) which replaces medical notes.]

Pregnancy obligation: write to me 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 ([click here](#)).

Religious obligation: write to me 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](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where 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: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>