

**PAPM 4000B**  
**CAPSTONE SEMINAR - DEVELOPMENT**

**ARTHUR KROEGER COLLEGE OF PUBLIC AFFAIRS**  
**FACULTY OF PUBLIC AFFAIRS**

Fall 2018  
Tuesdays, 11:35 am – 2:25 pm  
Room: AKC Boardroom

Instructor: John Cadham  
Email: John.Cadham@carleton.ca  
Office hours: By appointment

**DESCRIPTION**

*Welcome to PAPM 4000B – the Capstone Seminar in Development Policy Studies. The purpose of this seminar is to consolidate your previous learning in development studies and public affairs analysis and to apply this knowledge, together with your research and policy analysis skills, to current, real-world problems.*

*This seminar will be fast-paced and will require you to stay abreast of current events, to be prepared to respond quickly to media reports and commentary while taking a critical look at current development practice and the every-day challenges facing the development professional.*

**Learning Objectives**

This is a seminar course. This means that much of the learning is participatory and that the objectives of the course go beyond the passive acquisition of knowledge to the development of critical thinking and self-expression skills. The specific learning objectives for this term are:

1. *To gain an appreciation of the motivations and constraints facing development policy-makers and practitioners;*
2. *To gain familiarity with how some of the core concepts of development scholarship are reflected in contemporary policy debates and real-world events;*
3. *To develop your skills to apply your learning and knowledge to think critically about development policy and to appreciate how even those policies that seek to do good things can have unanticipated impacts;*
4. *To develop your awareness of current events and their relation to policy and practice;*
5. *To improve your writing about development issues and policy, learning to synthesize and present complex ideas in succinct, readable ways;*
6. *To improve your ability to participate rapidly and intelligently in seminar-style discussions;*
7. *To improve your ability to conduct a formal oral presentation working within a group on clear, concise, efficient and effective communication.*

Seminar members will be expected to prepare both oral and written presentations, timely response to breaking events together with critiques of public commentary.

Note that Capstone participants are encouraged to use this seminar as a basis for developing their Honours Research Essay topics and both the group presentation assignment and the final assignment are intended specifically for this purpose.

## **Course Organization**

The first part of the course will consist of a short review of some key theoretical concepts in policy studies, development studies and international relations. In the second part of the course, we will use these concepts to develop a framework for better understanding the challenges facing development policy and practice. In the third part, we will apply that framework to the examination of specific contemporary issues in development policy and practice. During this third part of the course, seminar members will be assigned to groups and be responsible for leading the discussion on the topics for each week.

## **Seminar Format**

The usual format of the seminar is group discussion and ***seminar members are expected to have completed all the readings for the week before they arrive***. Starting in week two and continuing to the end of the course, the seminar will begin with the ***Media Scan*** - short group presentations recapping development issues attracting media coverage during the preceding week. Starting in week three, this will be followed by individual presentations and seminar discussion critiquing current media Op-ED commentary on issues related to development policy and practice. We will take a 15 min break at roughly 12:45.

## **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 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 see the [Student Guide](#)

**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 visit the Equity Services website [http://www.carleton.ca/equity/accommodation/student\\_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation 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). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

## **Readings**

Most readings will be available on reserve or electronically through the Library or on CULearn. Journal articles are available electronically through the Library.

## **CULearn and MyCarleton email**

Seminar members are required to have an active Student Computing Account (SCA) that provides access to CULearn and MyCarleton email. Assignments must be submitted through and will be graded through CULearn. Class announcements will be sent out via CULearn and you are encouraged to check the class site and your University e-mail address regularly.

If contacting me by email, please be sure to include **PAPM4000** in the subject line.

### **Office hours**

Office hours are by appointment only. Seminar members with appointment requests should contact me through CULearn to arrange a time to meet. I will do my best to accommodate member schedules.

### **Introductory Meeting**

I would like to meet with each of you individually within the first three weeks of the term. You are responsible for contacting me by email to arrange this meeting.

### **Absences, Late/Missed Assignments, and Extensions**

Because this is a seminar, regular attendance is essential and required. A significant number of absences will adversely affect the participation mark and, by extension, the final course grade. Only documented medical or family emergencies can be excused. In those cases, the final participation mark will be adjusted accordingly. Seminar members are encouraged to check with their peers or with me following an absence to see if they have missed any assignments, handouts, or important announcements.

Written assignments submitted after their respective deadlines **will not be accepted** and **extensions will not be granted** except under truly extraordinary circumstances, such as a documented medical or family emergency. A heavy workload or another assignment due the same day or week does not constitute an extraordinary circumstance, nor do computer problems or problems with communications, e-mail or CULearn unless such problems are acknowledged by CCS.

***Successful completion of all assignments is required to pass this term. Failure to complete any of the assignments will result in a failing grade for the seminar.***

### **Academic integrity**

Students are encouraged to form study/reading groups and to share ideas with one another as part of seminar preparation. However, all written work submitted must be your own. Plagiarism or complementarity (i.e., submitting substantially the same piece of work for course credit more than once), intentional or otherwise, are considered serious academic offences which cannot be resolved directly with the course's instructor. If an instructor suspects an academic offence has been committed, the matter is referred to the Associate Deans of the Faculty who conduct a rigorous investigation. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course. Students must familiarize themselves with Carleton University's policies, procedures and sanctions pertaining to violations of academic integrity: <https://carleton.ca/registrar/academic-integrity/>

### **Classroom use of Laptops, Cell Phones and Tablets**

Seminar members are expected to be active participants in the seminar and are asked to refrain from using electronic devices. Those who absolutely must take notes on a laptop are asked to turn off wireless access. Similarly, seminar members are asked to shut off (and not merely set to vibrate) all phones during the seminar. The appropriate time to take calls, to send texts and emails, or to surf the web is outside of seminar time.

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## **ASSIGNMENTS AND EVALUATION**

	<b>Grade</b>	<b>Due By</b>
<b>Seminar Participation</b>	<b>15%</b>	<b>--</b>
<b>Media Scan</b>		<b>various</b>
<b>Op-Ed analysis x 2</b>	<b>20%</b>	<b>various</b>
<b>Discussion Memo</b>	<b>15%</b>	<b>3 pm, Monday, October 1, 2018</b>
<b>Short-response Memo x 2</b>	<b>10%</b>	<b>various</b>
<b>Presentation &amp; Memo</b>	<b>25%</b>	<b>various</b>
<b>Issue Assessment</b>	<b>15%</b>	<b>5 pm, Friday, December 7, 2018</b>

### **1. Seminar attendance and weekly participation (15%)**

*Seminar attendance is mandatory.*

Seminar participation is not improv – you need to prepare. Participation will be judged on the quality, not just the quantity, of interventions in discussion periods as well as responses to questions from the Instructor. Please do the readings carefully and jot down notes for further discussion. Each week you may be asked to give a brief summary of an aspect of a reading that you found particularly intriguing. You should also expect to be asked specific questions pertaining to each week's readings or for your critical analysis of some aspect of the current seminar discussion. Seminar members are also expected to consult CULearn regularly and to read the op-ed and presentation postings from other members of the seminar. The same expectations apply to readings posted for the seminar presentations – read them and be prepared.

As a component of the participation expectation, each week, starting in the second week, a group of seminar members will be assigned to present a **media-scan** – a short synopsis of development issues reported in the mainstream media during the previous week. Additional instructions will be provided during the first seminar.

I set a very high bar for participation assessment – I listen for interventions that demonstrate consistent evidence of effort to apply the framework concepts to the topics under discussion, evidence of close reading and nuanced appreciation of assigned material together with generally attentive and articulate engagement in seminar debates.

*A participation grading rubric is posted on CULearn.*

### **2. Op-Ed analysis (2 x 10%)**

Each week, starting in the third week, three seminar members will each present a brief (5 mins. max) critical analysis of an op-ed article on a topic of development significance appearing in a major international newspaper within the two-week period before the date of the presentation. Seminar members presenting in the same week are to coordinate to ensure they are not covering the same article – though the Op-Eds may cover the same issue. Indeed, presenters in a given week are encouraged, where possible, to collaborate so as to introduce a range of opinion on a given topic. The critical analysis will be accompanied by a short (less than 250 words) written review. Each student will be required to make two such presentations during the term. A link to or full-text copy of the article together with the written analysis are to be posted on the CULearn seminar e-bulletin board no later than **48 hours before** the day of the presentation. **All other members of the seminar are expected to read these materials and be prepared to comment during the seminar.** The critical analysis must also be posted through the assignment portal. Additional instructions will be provided during the first seminar.

### **3. Discussion Memo (15%)**

*No more than 1000 words due by 3 pm, Monday, October 1, 2018 submitted through the CULearn assignment portal.*

Write a short essay reflecting on the seminar discussion of anarchy, governance, order, justice and legitimacy and how, given your wider study of development and public policy, these may factor in contemporary development policy-making. Additional instructions are posted on CULearn and will be provided during the first seminar.

*This assignment will be assessed using the grading rubric for written work posted on CULearn.*

### **4. Short Response Memos (2 x 5%)**

Twice during the term you will receive snap written assignments with extremely short deadlines. You may be asked to provide an answer to a specific question, information on a certain topic, or clarification of some news or other report, or to prepare a reply to some question or comment. You are to prepare and submit a short (less than 200 words) reply before the deadline. This assignment is designed to simulate the kind of vague, rapid response tasking that you often encounter in the chaotic world of the policy/development professional.

*This assignment will be assessed using the grading rubric for written work posted on CULearn.*

### **5. Memo and in-seminar oral presentation (25%)**

Each week during the third part of the course, a group of seminar members will be responsible for preparing and delivering a presentation on a topic related to a specific global issue to be chosen from a list provided by the Instructor. Your group is also responsible for assigning the reading or readings for the week (max. 40 pages total with a reference or link posted to CULearn one week in advance of your presentation date). Each member of the seminar will be responsible for preparing and delivering a particular aspect of the presentation. Your individual tasks:

- Prepare a written memo of 1,500 words (not including bibliography), using any accepted citation style on the assigned aspect of your presentation topic.
- Draw on at least six separate sources.
- Present the memo's argument to the seminar. Each member of the group will have 15 minutes, strictly timed.
- You may use 8-10 slides to aid your presentation. Keep the text on each slide to a bare minimum, ensure that it is readable from a distance, and, where appropriate, include clear diagrams for easy reference.
- To ensure smooth delivery within the allotted time, REHEARSE in front of your assigned group, friends or family before your seminar presentation.
- A laptop and projector will be provided, but each group will be responsible for ensuring that its presentations are loaded and ready to go before the start of the seminar.
- Submit your memo electronically **48 hours before** the day of the presentation through CULearn through the "assignment" portal, and on the seminar e-bulletin board. Late submissions will not be graded.

#### *Presentation planning meeting*

I want to meet briefly with your group at 10 days before your scheduled presentation during which time I want to hear your general argument, review your proposed class readings, learn the primary sources you are consulting and basically get a sense of the approach you are taking. Scheduling of this meeting is the responsibility of the group (the small meeting room in AKC is usually a good space to book, or you can book a room in the Library). I need at least three days advance notice to schedule the meeting. Failure to meet will result in a C grade for the presentation assignment.

*Additional information on the presentation assignments will be provided in the second week of the seminar.*

*A Seminar Presentation grading rubric is posted on CULearn.*

### **6. Issue Assessment (15%)**

No more than 2,000 words due by 5 pm, Friday, December 7, 2018 submitted through the CULearn assignment portal.

Your assignment is to use the concepts and frameworks presented during the course to assess progress or lack thereof on a development issue of pressing concern. You may write on ANY issues including those covered in the seminar, BUT EXCLUDING the topic of your previous memo/presentation. You are specifically encouraged to use the topic of your HRE for your assessment. Your analysis and recommendations should be informed by the course readings as you think appropriate, with references identified in the bibliography. Additional instructions will be provided during the seminar.

*This assignment will be assessed using the grading rubric for written work posted on CULearn.*

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## COURSE OUTLINE AND READING LIST

Starting for week 2, reading guides for each week of Parts 1 & 2 will be posted on CULearn. In these guides, I'll post a series of questions pertaining to the assigned readings. In the following seminar, I'll pose those questions to selected seminar members to open the discussion of the readings.

**Please download the following free eBook to which we will refer from time to time during the term:**

Duncan Green, *How Change Happens*. (Oxford University Press, 2016).  
<https://doi.org/10.1093/acprof:oso/9780198785392.001.0001>.

**It is essential that you read the following within the first four weeks of the seminar:**

John Kingdon, *Agendas, Alternatives, and Public Policies*, second edition (New York: Addison-Wesley, 1995), chapters 1 (pp. 1-4, 15-20) and 9. (On reserve in the library.)

Brian W. Tomlin, Norman Hillmer, and Fen Osler Hampson, *Canada's International Policies: Agendas, Alternatives, and Politics* (Toronto: Oxford University Press, 2007), chapters 1 (pp. 22-28), 8, 9 and 12. (On reserve in the library.)

## **PART 1 – Introduction and Core Concepts**

**Week 1: September 11, 2018**

**Capstone Seminar in Development Policy Studies – Introduction and Orientation**

### ***Overview of course and requirements***

Duncan Green, *How Change Happens*. (Oxford University Press, 2016). **Read just the quote on page 235.**

Jonathan Rauch. "Opinion -- Why Prosperity Has Increased but Happiness Has Not." The New York Times, August 23, 2018, sec. Opinion. <https://www.nytimes.com/2018/08/21/opinion/happiness-inequality-prosperity-.html>.

**Week 2: September 18, 2018**

**Core concepts I – Anarchy and Governance**

Ken Booth, "Security in Anarchy: Utopian Realism in Theory and Practice," *International Affairs* (Royal Institute of International Affairs), Vol. 67, No. 3 (Jul., 1991), pp. 527-545

David A. Welch, Patricia Goff, Mark Raymond, and Thomas G. Weiss. "What Is 'Governance', Anyway?" *Canadian Foreign Policy Journal* 19 (3) (2013) 2013.253–67. <https://doi.org/10.1080/11926422.2013.845584>.  
**Read especially the Welch contribution, the others if you have the time.**

**Week 3: September 25, 2018**

**Core concepts II – Order, Justice and Legitimacy**

***Order and Justice***

David Held, "Restructuring Global Governance: Cosmopolitanism, Democracy and the Global Order" *Millennium - Journal of International Studies* (2009).

***Legitimacy***

Ian Hurd, "Legitimacy and Authority in International Politics," *International Organization*, 53 (1999), pp 379-408.

**PART 2 – Analytical Frameworks**

**Week 4: October 2, 2018**

**Frameworks I – Streams Models**

John Kingdon, Agendas, Alternatives, and Public Policies, second edition (New York: Addison-Wesley, 1995), chapter 9.

Brian W. Tomlin, Norman Hillmer, and Fen Osler Hampson, Canada's International Policies: Agendas, Alternatives, and Politics (Toronto: Oxford University Press, 2007), chapter 1. **Focus on pp. 22-28.**

**Week 5: October 9, 2018**

**Frameworks II – Social Adaptive Capacity**

Gupta, Joyeeta. 2010. "The Adaptive Capacity Wheel: a method to assess the inherent characteristics of institutions to enable the adaptive capacity of society." *Environmental Science and Policy* 13(6): 459-471.

Pahl-Wostl, Claudia. 2009. "A conceptual framework for analysing adaptive capacity and multi-level learning processes in resource governance regimes." *Global Environmental Change* 19(3): 354-365.

Nambiar, Shankaran. 'Capabilities, Conversion Factors and Institutions'. *Progress in Development Studies* 13, no. 3 (1 July 2013): 221–230. doi:10.1177/1464993413486547.

**Week 6: October 16, 2018**

**Frameworks III – International Society**

Linklater, A., "The English School", in Burchill et al. eds., *Theories of international relations* (3rd. ed., pp. 84–110). Basingstoke, 2005: Palgrave Macmillan.

P.T. Hopmann, "Two Paradigms of Negotiation Bargaining and Problem Solving," *The Annals of the American Academy of Political and Social Science*, Vol. 542 (November 1995): 24-47.

Chris Brown, "World Society and the English School: An 'International Society' Perspective on World Society", *European Journal of International Relations* 2001 7: 423-441

**Week 7: October 30, 2018**

**Pulling it all together – reflection and application**

Duncan Green, *How Change Happens*. (Oxford University Press, 2016). **Start with the *Conclusion* (pp, 257-258) and then skim Part IV – *Pulling it all together* (pp. 233-255).**

Richard Little, “Still on the Long Road to Theory,” *Millennium* 38, no. 1 (August 1, 2009): 107–15.

### **PART 3 – Issue Presentations**

**Weeks 8 – 12: November 6 – December 4, 2018**

**Contemporary issues in Development – Group Presentations**

A group assignment sheet and presentation schedule will be posted in CULearn

A schedule of readings will be determined based upon the selected group topics. The groups presenting each week are responsible for selecting the readings in consultation with the instructor.

Discussants will be assigned before the start of each presentation.