**Course Objectives:**

This seminar course aims principally at development and its practice in the Third World. In the first part of the seminar, participants are introduced to the Third World, Development, the Development project and the various theories that have evolved.

The second part of the course aims at the study of the actual practice and comparative experience of development in selected countries of the Third World - Africa, Asia, and Southern America including the Caribbean. In this context, comparative may be spatial, historical, or both.

At the end of the course, participants are expected to have acquired the skills necessary to proceed to higher academic studies in Third World development. Participants are, therefore, advised to ensure a thorough grasp of the theories, processes, and the combination of spatial and historically comparative development experience covered in the course.

**Required Texts** *(available for purchase at the Carleton Bookstore)*


**Recommended Texts** *(available for purchase at the Carleton Bookstore)*


**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Midterm Take-home Exam</td>
<td>30%</td>
<td>Wednesday, October 24</td>
</tr>
<tr>
<td>Class Participation</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Final Take-home Exam</td>
<td>40%</td>
<td>Wednesday, Dec. 5</td>
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</tbody>
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**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. Self-discipline is very important in a seminar for without it there is likely to be a breakdown of order. Marks may be deducted for acts of indiscipline.

It is to be noted that in a seminar, the instructor need not give any lectures. Participants will be divided into groups. The group size and number of groups will depend upon the size of the class. Each group will select a leader who will divide the assigned readings among the members of the group and lead the class during the seminar. Each member of a group will summarize the reading assigned to him or her in an **essay form** with appropriate references to pages in the assigned readings for the session, and prepare questions to stimulate **critical** discussions. The references will be found very useful later when revising and answering the questions of the take-home examinations. The summaries and the questions are to be distributed in class one week before the seminar to enable adequate preparation for the seminar discussions. Alternatively, the essay summaries with relevant questions shall be compiled together as part of the course material. The choice shall be discussed in class. During the seminar, the leader will introduce the class to the central themes of the assigned readings for the session. This will be followed by each member of the group, in turn, being invited by the leader to ask the class some questions picked from the list of questions in the previously submitted summaries. For each half of the session, a maximum of five questions may be allowed. Thus, the maximum number of questions a group may be allowed is not more than ten. Occasionally, the instructor may intervene to clarify some points. At the end of the seminar, the leader will summarize the main points of the discussion. Members of the group may fill in any gaps left out by the leader.

Marks will be awarded for clarity of expression, **originality and critical thinking**. Presentation and discussion marks will be awarded on group as well as individual basis, and for this reason, participants are advised to ensure a thorough grasp of the assigned readings for each session and to refrain from shyness. It is to be noted that attendance has an effect on participation for one cannot get a participation mark when one is absent.
Participants are advised, therefore, to attend every session. Participants are to note that absence from class adversely affects both attendance and participation marks. Moreover the participation coefficient depends upon group as well as performance of the class as a whole.

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. Reading fast but effectively is the motor of academic success. 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. By reading the more important sections and glancing through the relatively less important ones for additional information, the student can save much reading time.

**COURSE OUTLINE AND READINGS**

**Part I  THE THIRD WORLD AND EVOLUTION OF DEVELOPMENT THEORIES**

**Introduction (September 12)**

**Session 1 (September 19)**

DEFINITION, VISIONS, DISCOURSE, AND INVENTION OF DEVELOPMENT .


**Further Research**
Session 2 (September 26)

THE GROWTH AND MODERNIZATION MODELS.


Further Research


Huntington, S., “Political Development and Political Decay” in *World Politics*, XVII, 3 1965, pps. 386-430.

Session 3 (October 3)

THE STRUCTURALIST, SOCIALIST AND NEOLIBERAL MODELS


**Session 4 (October 10)**

THE AGENCY OF MULTILATERAL INSTITUTIONS IN DEVELOPMENT


*ibid* Chapter 3 “The Changing Priorities of Multilateral Institutions: From Technical Aid to Good Governance”

*ibid* Chapter 4 “The Politics of Multilateral Institutions - Unpacking the Black Box”

*ibid* Chapter 5 “The Future of Multilateral Institutions”

**Session 5 (October 17)**

MIDTERM DISCUSSION / DISTRIBUTION OF MIDTERM TAKE-HOME EXAM

NEOLIBERALISM, THE DOMINANT PARADIGM AND ITS CRITIQUE


Harry Shutt. “In Place of the ‘Free’ Market” *A New Democracy: Alternatives to a*
Further Research


Green, Donald P. and Shapiro, Ian Pathologies of Rational Choice Theory: A Critique of Applications in Political Science, 1994, Chapters 1-3.

Leys, Colin. The Rise and Fall of Development Theory, Chapter 4.


Session 6 (October 24)

(MIDTERM TAKE-HOME EXAM DUE)

THE GLOBALIZATION DEBATE


Further Research


**Session 7 (October 31)**

**THE CHALLENGES OF DEMOCRATIC GOVERNANCE**


**Further Research**


**Part II DEVELOPMENT EXPERIENCES**

**Session 8 (November 7)**

**SOME GENERAL COMPARATIVE EXPERIENCE**

Osabu-Kle D.T., “The Great Transplantation” *Compatible Cultural Democracy: The


Further Research


Session 9 (November 14)

AFRICA, ASIA, AND LATIN AMERICA


Further Research


Edwards, Chris., “Industrialization in South Korea” in Industrialization and Development, Chapter 4.


Mason, Mike “Jamaica, Haiti, Cuba” Development and Disorder, Toronto: Between the Lines, 1997, pp 1-41


Session 10 (November 21)

ALTERNATIVES TO WORLDWIDE DEPREDATION


Further Research

Naim, Moses “Fads and Fashion in Economic Reforms: Washington Consensus or


Session 11 (November 28)

REVIEW TAKE-HOME EXAM

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**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 9th, 2007 for December examinations, and March 14th, 2008 for April examinations.

**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: http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html

**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 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.