Course Description and Objectives
This course, which is in seminar format, examines the historical and intellectual bases of development and underdevelopment. The course draws on the assumption that in the current global climate of the triumph of neo-liberalism, development strategy has effectively been replaced by the desire for global economic integration. On the basis of this assumption, therefore, this course follows the genesis of capitalism from its origins in Europe to its spread during the era of colonialism and into the post-colonial era and its impact on countries in the Third World (also referred to as Global South or Developing World). The course places an emphasis on the need for a theoretical understanding of the conflict between development, understood as the desire of countries in the Global South to exercise instrumental control over the processes of social change, and the ‘constraints’ imposed on them by the forces of global market integration and systems of regulation. The main objective of the course, therefore, is to provide an opportunity for students to understand the politics of development of countries in the Third World. A major focus of the course is on the reading of difficult texts, understanding complex ideas with critical insight and writing about them concisely.

Required Readings (Most are on Reserve in the MacOdrum Library)
The Recommended Readings are also in the MacOdrum Library

Evaluation

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<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Seminar</td>
<td>20%</td>
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<tr>
<td>Research Proposal</td>
<td>Due in Class: Feb. 5</td>
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<tr>
<td>Research Paper</td>
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1) Participation: The point of a seminar class is to provide a forum for students to discuss their thoughts and ideas. In order to make the class a success, students are expected to have done the readings PRIOR to class and be prepared to discuss them at length. Interventions in the class should be based on your reading of the relevant material.

2) Seminars: Seminars are group projects and will be graded accordingly (2-3 students per seminar). Each student is expected to participate in one seminar presentation. In the event of low course enrolment, graduate students may be asked to give a seminar individually. The group should prepare and distribute to the class an executive summary of the required readings. The summary should provide a brief synopsis of each article (1 page per article). Presentations should not be in the form of mere summaries of the readings. Presenters are expected to do all of the required readings. The group should meet before hand to discuss and divide the presentation in terms of themes and issues arising from the readings that are important for the class discussion. DO NOT simply divide the readings between the group and read only those for which you are individually responsible.

3) Research Proposal: The Research Proposal, which must not be more than three double-spaced type-written pages must contain, among other things, the reason(s) for the choice of the topic of your intended research, the state of the literature, the expected argument of your paper, and the tentative bibliography since it is a research-in-progress.

4) Research Paper
Each student is expected to write a Research Paper on a topic of his/her choice which falls within the framework of the Course. The Research Paper should be of a maximum of between 17 and 19 pages (excluding the title page, references, appendices, and bibliography), type-written with a font of 12, and double-spaced. The following citation styles must be used: In-text citations (e.g. Barry, 2002:1); Endnotes and Footnotes, if necessary; and a bibliography at the end of the paper in the following format:


**Plagiarism**

Students **must** document not only direct quotations, but must also paraphrase ideas where they appear in an essay. Readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin.

**Note:** As already indicated above under “Evaluation,” the Research Paper Proposal and the Final Paper will be submitted in class. This is because the Political Science drop box is intended to collect late assignments only or if a student has extenuating circumstances and is unable to submit the paper directly in class. The drop box is emptied **every weekday at 4 p.m.** and all items collected at that time are date-stamped with that day’s date.

**Other issues**

The grading policy in this course is based on a combination of the need to ensure that students understand the detailed issues involved in the course and would be able to use their understanding of the course in broader debates.

Late assignments will receive a penalty of – 5% per day (including weekends) unless permission has been granted before the submission deadline. Late assignments will be graded without comments. Assignments more than 5 days late will NOT be accepted and graded. All assignments shall be graded and returned to students within two weeks of their submission.

**Final Grading**

While the calculation of the final marks is based on the basis indicated under “Evaluation,” the following equivalents apply to all final grades at Carleton,

- A+ = 90-100
- B+ = 77-79
- C+ = 67-69
- D+ = 57-59
- F = 0-49

- A = 85-89
- B = 73-76
- C = 63-66
- D = 53-56

- A- = 80-84
- B- = 70-72
- C- = 60-62
- D- = 50-52

**Schedule**

**Week 1 (January 8):** Introduction

General introduction and administrative matters (including the assignment of seminar topics)

**Week 2 (January 15):** The Emergence of Capitalism in Europe

**Required Reading:**


**Recommended Reading:**


The remaining chapters in *Origin of Capitalism*
Week 3 (January 22): Transformation and its Global Echoes

Required Readings:

Recommended Reading:
The remaining chapters in The Great Transformation.

Week 4 (January 29): Imperialism, Modes of Production and the Colonial State

Required Readings:

Recommended Reading:
King Leopold’s Ghost is a poignant account of the Congo’s colonial experience under King Leopald II of Belgium, 1890-1910. This is an easy and fascinating book to read.

Week 5 (February 5): Anti-Colonial Nationalism

Required Readings:
Frantz Fanon, The Wretched of the Earth, “Concerning Violence”, “Spontaneity: Its Strength and Weakness” and “The Pitfalls of National Consciousness”.

Recommended Reading:
Breuilly, J., (1994), Nationalism and the State, chapter 8 (for students with little knowledge of colonial history).
The remaining chapters of The Wretched of the Earth.
Week 6 (February 12): Neo-Liberalism and the Counter-Revolution

Required Readings:

Recommended:
Nissanke, M., (2001). “The Neo-Liberal Doctrine and the African Crisis”, paper presented at the UNRISD meeting on The Need to Rethink Development Economics. (Please let me know if you want to read this so that I can photocopy it for you)

Week 7 (February 19): WINTER BREAK- NO CLASSES

Week 8 (February 26): The Making the Third World

Required Readings:

Recommended Reading:
Nanda, M., (1997). “Against social de(con)struction of Science: Cautionary Tales From the Third World”, in E.M. Wood et al., (eds.), In Defence of History. (This is an excellent counterpoint to Escobar. If you have time, I highly recommend that you read it)


Week 9 (March 5): The New Imperialism/Globalization

Required Readings:
http://titanus.roma1.infn.it/sito_pol/Global_emp/Harvey.htm

Recommended Reading:
Magdoff, H., (2003). “Imperialism Without Colonies”, Imperialism Without Colonies. (This is a classic text, particularly pp. 91-113).

Week 10 (March 12): The Property Rights School – Land Issues in the Global South

Required Readings:

Recommended Reading:

Week 11 (March 19) : The New Face of Capitalist Democracy

Required Readings:

Recommended Reading:

Class 12 (March 26): Globalization from Below.

Required Readings:

Recommended Reading:

The remaining chapters in We Are the Poors

Class 13 (April 2): LAST DAY OF CLASSES: REVIEW AND WRAP-UP

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 – 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](http://connect.carleton.ca) for instructions on how to set up your account.