PSCI 4104 (A)
Theory and Practice of International Development
Monday/Wednesday 6:05-8:55 pm

I		General information

Instructor: Alex McDougall
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II		Course description

Over the past few decades, many developing economies have experienced economic growth, increased stability, and more political freedoms. At the same time, other countries remain poor, violent, and unfree. This course asks: Why have some countries moved along a path of "political development" while others have not? Why haven't more countries adopted the policies of the high performers and achieved similar peace and prosperity? Did foreign aid, democracy promotion, peacekeeping, and maybe even military intervention have positive, negative, or mixed effects on these outcomes?

This class is going to explore these questions. We're going to examine some interesting potential explanations. We're also going to take seriously explanations that are rooted in history. We'll cover some theories of state formation, violence, democracy, and examine their implications for economic growth and other development outcomes. In addition, we will also talk about policies, and how order and development can be fostered. While not focused on program design or anything so specific, this course will give students some appreciation of the big ideas about why some paths lead to success or failure, as well as why the best plans so often go awry—ideas that surprisingly few development practitioners ever acquire.

We'll cover ideas from a variety of disciplines as well, including comparative politics, political economy, international relations, sociology, and development economics. This class involves reading a lot of material, and building your conceptual and historical sense of development and politics. Reading = success, and more interesting class discussions.

III		Course Format

This course is delivered as an online seminar. As a seminar, it is driven mostly by student participation with the instructor serving as a moderator and occasional lecturer. The seminar will have a synchronous component, including real-time presentations and discussions, as well as an asynchronous component based on reading, pre-recorded presentations, online discussion, and writing assignments.

IV   <u>Texts</u>

There is no textbook or anything to purchase at the bookstore. All the course materials can be found on reserve or on Brightspace.

VI   <u>Evaluation at a glance</u>

Item	Description	Due Date	Grade
Topic Paper X3	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. The topic of the paper should correspond to the due date.	- Topic paper 1: May 13 (topic subject: May 6-13) - Topic Paper 2: May 29 (topic subject: May 14-29) - Topic paper 3: June 12 (subject May 30-June 12)	60 (20*3)
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. About half the presentations will be asynchronous, meaning that presenters can make and record the presentation asynchronously. Asynchronous presentations should be available to classmates 5-days before the real time session in which the topic is discussed, meaning that those students doing asynchronous presentations students must submit their presentations 5 days in advance. Whether a presentation is synchronous or not will depend primarily on the schedule.	Various	20

	There will be opportunities for real time discussion of asynchronous presentations.		
Participation	Students are expected to come to each session prepared to discuss the readings and asynchronous presentations, as applicable. 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. There will also be opportunities for asynchronous participation. For example, students will be able to comment in writing on prerecorded presentations. A complete participation grade will show strong participation in both real time and asynchronously.	Ongoing	20

VII   Evaluation in detail

Topic paper

What is a topic paper?
Topic papers use the required reading material for a given seminar topic as the basis to construct an analytical essay.   As an analytical essay, the topic paper should thoughtfully engage with the readings assigned on the topic in question. The essay should not simply summarize the readings, but also advance an argument or analysis about them. In this respect, the topic paper should have a thesis statement that is advanced by the paper, while also showing understanding of the core materials.

What is the learning objectives?
Topic papers help students develop several skills.
   • The ability to sort through a large volume of writing, and pick out the central arguments, ideas, and themes. These papers may involve significant amounts of reading. However, the final product itself is supposed to be short and concise.

- The ability to generate and defend a thesis statement. Students should advance their own argument about the reading. As such, there should be a thesis, and the essay should be designed around advancing the theses in a compelling, effective manner.
- The ability to write effectively and produce a professional-quality written product. A topic paper is a writing assignment.   As such, the student should work on communicating the central ideas of the literature, and the main points of the analysis succinctly, clearly, and professionally in writing.

Can the paper focus on one reading, or should it discuss all the readings for a given week?
Critical reviews can either focus on analyzing one particular reading, or focus on an issue or theme that is common to all of the readings. Either way, however, it is important to make use of all the relevant readings associated with the topic. For example, a paper that advances a criticism of a particular reading could draw upon the insights from other readings from that week, even if those other readings are not the direct focus.

Is it necessary to disagree with the reading(s)?
No.   Topic papers should be analytical and show critical and analytical engagement, but this does not necessarily mean taking a contrary position advancing a criticism for the sake of disagreement. There are lots of ways a topic paper can engage with readings aside from through disagreement. For example, a paper could agree with a reading and illustrate this agreement by responding to potential objections, or by showing that the ideas have broader applications beyond what the reading discusses.   Drawing comparing/contrasting linkages with other course readings is also a good way of showing engagement and analysis.

How should the topic paper be structured?
The topic should begin with an introduction paragraph that outlines the objective of the essay and the key argument to be advanced. (see "the introductory paragraph" below for more information)
- the body of the essay may contain a brief summary of the literature.
- The body of the essay should focus on expanding on the thesis statement in a logical, organized manner.
- the essay should conclude with a brief summary paragraph, including any further thoughts

How should I approach a large volume of reading?
Fundamentally, the key question behind any topic paper is: "Is the article convincing?" With that in mind, the literature for the review should be approached with several key questions in mind.
- What is the basic problem/question that the author addresses?
- What is the core argument?
- Logic of the argument?
- How can the argument be tested?
- What assumptions does the argument make?
- How well does the argument travel? Is it widely applicable?
- How can the argument be improved? Just because an argument is flawed does not mean that it should necessarily be discarded.

How will the paper be marked?
- Quality of Argument (45%) – Good research question – Compelling thesis, backed by evidence – Argument presented in clear, logical manner
- Reading comprehension (45%) – demonstrates understand of key argument, implications. Tip: be fair – present the argument you're critiquing in a way that the author would recognize. You won't lose marks for disagreeing (indeed, it is important to criticize flawed arguments!) but you will for misrepresenting the argument that you're evaluating.
- Style and writing quality (10%)

Seminar Presentation

Students will deliver a presentation on course readings and lead subsequent discussion.

Presentations will:
- Teach the rest of the class about the reading: including the thesis, main arguments and (if applicable) methodology, cases or data used;
- Explain key concepts and methods or cases used in the paper.
- explain the contribution of the reading to the topic (i.e. what is the main takeaway): why is it interesting? How does it relate to other readings or issues discussed in the class?
- Evaluate the reading: is the reading convincing? If so, why? If not, why not? Answers should be based on your analysis of the reading, not your opinion. For example, you can talk about whether the argument is logical, whether the evidence presented is convincing, whether there are better approaches to the same topic, whether the case studies or data is convincing , or other issues.
- provide three questions for class discussion. Note, these questions may be asked at any stage of the presentation, including the end. These questions should seek to generate class discussion or reflection.
- Presentations should also:
  - Not exceed 15 minutes in duration (although discussion may last longer)
  - include visual aid such as powerpoint slides
  - a written version for the instructor (which can be rough – and won't be marked directly, just used for reference)
  - Some amount of outside research is expected to supplement your discussion

Asynchronous presentations

- Some of the presentations can be asynchronous, whereby the presentation could be recorded (using powerpoint) and uploaded to Brightspace, where they would be available to the class for the asynchronous component.
- For asynchronous presentations, students can participate and make comments or answer discussion questions online (see participation)
- In some cases, the questions from asynchronous presentations can be considered during the synchronous meetings and receive the benefit of real time discussion. Asynchronous presenters may also have the opportunity to lead some real time discussion of their presentation questions.

- Other than this, asynchronous presentations have the same requirements and grading structure as the synchronous presentations.

Participation

To earn full participation, students must regularly contribute to synchronous course meetings through discussion, questions, and engagement more broadly. The instructor will consider the frequency and quality of this engagement.

There are also asynchronous participation opportunities. In particular, students can comment on the asynchronous presentations of their peers and answer discussion questions in writing via Brightspace.

The final grade will reflect both synchronous and asynchronous components.

VIII   Course schedule and reading list

May 6: Introduction: concepts of development

Synchronous
- Pages 23-65 of Fukuyama, Francis. 2014. "Political order and political decay: From the industrial revolution to the globalization of democracy." Farrar, Straus and Giroux.
- Sen, Amartya 1988. "The Concept of Development," Handbook of Development Economics, Volume 1, Edited by H. Chenery and T.N. Srinivasan, Elsevier Science Publishers.
- Chapter 1 - Acemoglu, Daron, and James A. Robinson. *Why nations fail: The origins of power, prosperity, and poverty*. Crown Currency, 2013.
- Prologue - Diamond, Jared M., and Doug Ordunio. *Guns, germs, and steel*. Vol. 521. New York: Books on Tape, 1999.

Part I – theories of development

May 8: Geography

Asynchronous
- Chapter 3 of Sachs, Jeffrey D. *The end of poverty: Economic possibilities for our time*. Penguin, 2006. AND Gallup, John Luke, Jeffrey D. Sachs, and Andrew D. Mellinger. "Geography and economic development." *International regional science review* 22.2 (1999): 179-232.
- Chapter 2 of *Why Nations Fail*
- Chapter 1 and Chapter 5 of Jeffrey Herbst, *States and Power in Africa: lessons in authority and control*
- Alesina, Alberto, Paola Giuliano, and Nathan Nunn. "On the origins of gender roles: Women and the plough." *The quarterly journal of economics* 128.2 (2013): 469-530.

May 13 – Institutions – presentations begin

Synchronous
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. "Institutions as a fundamental cause of long-run growth." Handbook of economic growth 1 (2005): 385-472.
- North, Douglass C. *Limited access orders in the developing world: A new approach to the problems of development*. Vol. 4359. World Bank Publications, 2007.
- **Nunn, Nathan, and Leonard Wantchekon. "The slave trade and the origins of mistrust in Africa." *American Economic Review* 101.7 (2011): 3221-52.
- Putterman, Louis, and David N. Weil. "Post-1500 population flows and the long-run determinants of economic growth and inequality." *The Quarterly journal of economics* 125.4 (2010): 1627-1682.

May 15 – Colonial legacies and development

Asynchronous
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. "Reversal of fortune: Geography and institutions in the making of the modern world income distribution." The Quarterly journal of economics 117.4 (2002): 1231-1294.
- Lange, Matthew, James Mahoney, and Matthias Vom Hau. "Colonialism and development: A comparative analysis of Spanish and British colonies." American Journal of Sociology 111.5 (2006): 1412-1462.
- Engerman, Stanley L., and Kenneth L. Sokoloff. "Colonialism, inequality, and long-run paths of development." (2005).
- Robinson, James A. "States and Power in Africa by Jeffrey I. Herbst: A review essay." *Journal of Economic Literature* 40.2 (2002): 510-519.

May 20 – Victoria Day Long Weekend –

Part II - Issues in development policy and practice

May 22 – Aid, planners and searchers

Asynchronous
- Chapter 1, 2, 4 - Easterly, William. *The white man's burden: why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press, 2006.
- Chapter 4, 13, 14, 15 - Sachs, Jeffrey D. *The end of poverty: Economic possibilities for our time*. Penguin, 2006.
- Mitchell, Shira, et al. "The Millennium Villages Project: a retrospective, observational, endline evaluation." *The Lancet Global Health* 6.5 (2018): e500-e513.

May 27 – Neoliberal policy interventions and structural adjustment

Synchronous

- Grier, Kevin B., and Robin M. Grier. "The Washington consensus works: Causal effects of reform, 1970-2015." *Journal of Comparative Economics* 49.1 (2021): 59-72.
- Goldfajn, Ilan, Lorenza Martínez, and Rodrigo O. Valdés. "Washington consensus in latin america: From raw model to straw man." *Journal of economic perspectives* 35.3 (2021): 109-132.
- Chapters 6 Easterly, William. *The white man's burden: why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press, 2006.

May 29 – post-Washington consensus and industrial policy (East Asia)

Asynchronous
- Birdsall, Nancy, and Francis Fukuyama. "The post-Washington consensus: Development after the crisis." *Foreign Affairs* (2011): 45-53.
- Part I of Studwell, Joe. *How Asia works: Success and failure in the world's most dynamic region*. Open Road+ Grove/Atlantic, 2013.
- Part II of How Asia works

June 3 – inequality and growth (Latin America)
Synchronous
- Williamson, Jeffrey G. "Latin American inequality: colonial origins, commodity booms or a missed twentieth-century leveling?." *Journal of Human Development and Capabilities* 16.3 (2015): 324-341.
- Lustig, Nora, et al. "Deconstructing the decline in inequality in Latin America." *Inequality and growth: Patterns and policy: Volume II: Regions and regularities*. London: Palgrave Macmillan UK, 2016. 212-247.
- Introduction and Part III of - *The Chile Project: The Story of the Chicago Boys and the Downfall of Neoliberalism* by Sebastian Edwards, 2023.

June 5 – conflict and development (Sub-Saharan Africa)

Asynchronous
- Mary, Sébastien, and Ashok K. Mishra. "Humanitarian food aid and civil conflict." *World Development* 126 (2020): 104713.
- Robert Bates, *Why things fell apart*
- De La Sierra, Raúl Sánchez. "On the origin of states: Stationary bandits and taxation in Eastern Congo." *Journal of Political Economy* 128.1 (2020): 32-74.
- Collier, Paul, and Anke Hoeffler. "Resource rents, governance, and conflict." *Journal of conflict resolution* 49.4 (2005): 625-633.

June 10 - peacebuilding/state building

Synchronous
- Part III - Chapter Easterly, William. *The white man's burden: why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press, 2006.

- Introduction to Stewart, Rory, and Gerald Knaus. 2011. "Can Intervention Work?" W.W. Norton & Company. (The whole book is highly recommended)
- **Chapter 1 and 7 of Fortna, Virginia Page. 2008. "Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War." Princeton: Princeton University Press.
- Weinstein, Jeremy M. 2005. "Autonomous Recovery and International Intervention in Comparative Perspective." Center for Global Development Working Paper

June 12 – alternative ideas in development

Synchronous
- Anarchy: Scott, James C. *The art of not being governed: An anarchist history of upland Southeast Asia*. Yale University Press, 2009.
- Escobar, Arturo. "Degrowth, postdevelopment, and transitions: a preliminary conversation." Sustainability science 10 (2015): 451-462.
- Romer, Paul. Technologies, rules, and progress: The case for charter cities. No. id: 2471. 2010.
- Leeson, Peter T., and Claudia R. Williamson. "Anarchy and development: An application of the theory of second best." The Law and Development Review 2.1 (2009): 77-96.
- Chapter 9 of Jeffrey Herbst, *States and Power in Africa: lessons in authority and control*

Appendix

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 (click 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, please 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, art works, 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 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.

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, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which 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.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook https://www.facebook.com/CarletonPoliticalScienceSociety/.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.