

Carleton University
Department of Political Science

Fall 2015

PSCI 4104
Theories and Practice of Development
Thursday 8:35-11:25

Professor: Peter Atack
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Office Hours: Wednesday 3-5, Thursday 12-1.
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Email: Peter.Attack@carleton.ca (please put PSCI4104 in subject line). Note please give me 48 hours for a reply, Monday to Friday.

Welcome to the course

This is a seminar course designed to allow students to explore questions about development through extensive readings and participation in class discussions in a seminar setting. We will be examining what development means as well as how the idea of development has been used to justify various international economic systems and models. Throughout the course we will be tracing the interplay between ideas and ideologies, economic arrangements and models and the institutions that support them. In other words we will be looking at how the project of development has changed over the last two centuries, while also looking at who has benefited, who has paid and what kind of world this project has created.

As the term progresses further readings will be made available .

Course readings: available online through Ares.

Course Requirements:

Participation: Because this is a seminar format and not a lecture series, students must come prepared and attend all sessions. So read, attend and be prepared to participate in a thoughtful and learned manner. The course readings have been restricted in number to ensure everyone the ability to read and digest all sections. The more we all come prepared and are ready to participate in discussions the more we all learn. **Due every class: 20%.**

Seminar Presentation: Every student will be responsible for presentation on one or more of the readings for one class. The presentation should include a brief summary of the ideas and information contained in the article as well as four questions designed to provoke discussion on the topic. **Due once, on the week assigned: 20%.**

Seminar reaction paper: After presenting your seminar and listening to the ideas and comments of the discussion, students will write a short paper on their subject. Papers will integrate all the material for the week critically reflecting on the subject. **Due the class after your presentation: 20%.**

Take home exam: Students will have the opportunity to reflect on the content of the course in a final take home exam. The choice of questions will be posted at the final session of the class and students will have the exam period to write their papers. Some students may wish to use the Departmental drop box in Loeb because of personal travel. These students must deposit a paper copy a day early (to allow for pickup by the instructor) and also email a copy to the instructor.
Due the final day of exams in my office: 40%.

Course Outline:

Week 1, Seminar 1, September 3rd: Introduction to the course: How did we get here?

This will be a short introductory lecture to the themes, issues and ideas of the course. We will be organizing the seminars and presentations so look over the various topic headings and dates.

Week 2, Seminar 2, September 10th: A Post modern understanding of Development.

This lecture will be an examination of the history of the idea of development so we can begin to understand development as a discourse around which different economic, political and social orders have been organized.

Readings

Gilbert Rist "Definitions of Development", "Metamorphoses of a Western Myth" *The History of Development: From Western Origins to Global Faith*, London & New York: Zed Books, 2002, Chapters 1-2 HD78 .R5713 2002

Hall, Stuart. "The West and the Rest: Discourse and Power". *Modernity - An Introduction to Modern Societies*, eds. Stuart Hall et al, Oxford: Blackwell, 1996, chapter 6, 201-227.
theshadeofbeauty.files.wordpress.com/2012/11/week-6-west-the-rest.pdf Also available from Carleton library reserve under book title and electronically in the Ares system)

Pieterse, Jan Nederveen (2001) Development Theory: Deconstructions/Reconstructions, SAGE Publications, London. Chpt. 1

Week 3, Seminar 3, September 17th: Modernization Theory: Student Presentations begin!

Walt Rostow's modernization theory projected an easy phased series of development open to all. How does this theory reflect the American's own happy history of economic change? Did it support and express the needs of a new hegemonic power?

Readings

W.W. Rostow, "The Stages of Economic Growth: A Non-Communist Manifesto," in Roberts and Hite (eds.) *The Globalization and Development Reader*, Malden: Blackwell, 2007.

Samuel Huntington, "The Change to Change: Modernization, Development, and Politics (1971) and Political Order in Changing Societies (1968)," in Roberts and Hite (eds.) *The Globalization and Development Reader*, Malden: Blackwell, 2007.

Gilbert Rist , “The History of Development: From Western Origins to Global Faith”, London & New York: Zed Books, 2002, Chapter 6 HD78 .R5713 2002

Week 4 Seminar 4, September 24th: Dependency theory

From a perspective based on Latin American economic history, the idea that economies proceed easily through stages to modernity is ridiculous. Dependency theorists argued Latin America's failure to develop was caused by its historic position in the world economy, that they were underdeveloped rather than undeveloped. To escape from this dependency trap, theorists argued that countries should pursue import substituet the policy failed why?

David F. Ruccio and Lawrence H. Simon, “Radical Theories of Development, Frank, The Modes of Production School, and Amin.” in Charles K. Wilber ed. *The Political Economy of Development and Underdevelopment* (New York: Random House, 1988) pp.174-202

Burns, E. Bradford. "The Modernization of Underdevelopment: El Salvador, 1858-1931". *The Journal of Developing Areas*, XVII, 3 (April 1984), 293-316. (Carleton library online)

Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*. (Berkley, University of California Press, 1979) Chpt. 1, 2.

Week 5 Seminar 5, October 1st: Neoliberalism

Neoliberal economists argued that crises of hyperinflation and balance of payment were caused by too much government interference in the economy. The Washington consensus dictated a rollback in the size and role of the state. Who benefited, who paid?

Colclough, Christopher. "Structuralism versus Neo-Liberalism: An Introduction". *States or Markets? Neo-Liberalism and the Development Policy Debate*, eds. Christopher Colclough and James Manor, Oxford: Clarendon, 1991, 1-23. (Carleton library reserve under book title and electronically in the Ares system)

David Harvey, “A Brief History of Neoliberalism.” (Oxford, Oxford University Press, 2005) Ch. 1

Week 6 Seminar 6, October 8th International Financial Institutions and Structural Adjustment Programs

The IFI's lead a transition towards the reduction of tariff barriers hence towards global free trade and globalization. How were the IFI's transformed to promote this new order? How dis SAP's support this transformation?

Green, Duncan. “Poverty Brokers: The IMF and World Bank”. *Silent Revolution: The Rise of Market Economics in Latin America*. (2nd edition) London: Cassell, 2003. ch.2.

Leslie Elliot Armijo and Philippe Faucher (2002), “‘We have a consensus’: Explaining political support for market reforms in Latin America,” *Latin American Politics and Society*, vol. 44, no. 2, pp. 1-40.

David Harvey, "A Brief History of Neoliberalism." (Oxford, Oxford University Press, 2005) Ch. 4

Week 7 Seminar 7, October 15th: Crises and Critics of Globalization:

We have all witnessed global integration based on Globalization and neo-liberalism. Periodic financial crises have challenged the model. Critics of globalization have also challenged globalization on fundamental issues of equality, security and poverty.

Ray Bush, *Poverty and Neoliberalism*. (London, Pluto Press, 2007) Ch 4 & 6. "Land, Poverty and Politics.", "Securing Food and Famine."

Paul Cammack, "The G20 the crisis and the rise of Global Developmental liberalism." *Third World Quarterly* Vol. 32, No.1, 2012.

Graham Bird & Alister Milne. "Miracle to Meltdown: A Pathology of the East Asian Financial Crisis." *Third World Quarterly* Vol. 20, No.2, 2000, pp.421-438.

Week 8 Seminar 8, October 22nd: NGO'S Aid and Dead Aid

What is the role that NGO's and formal government aid play in legitimating the current system? Is aid helpful or a barrier to growth?

Dambiso Moyo, "Dead Aid.", (New York, Farrar, Straus and Giroux, 2009) Ch 1-4.

Rick Rowden,, "Poverty Reduction is not development." *Review of African Political Economy*, Vol. 37, No. 126 Dec. 2010.

Thad Dunning, "Conditioning the Effects of Aids Cold War Politics, Debtor Credibility and Democracy in Africa." *International Organization*, Spring 2004, 409- 423

Week 9 Reading week October 29th

Week 10 Seminar 9, November 5th : Democracy:

Is this what democracy looks like? Are "low intensity" democracies able to deliver development and the rule of law?

A. Toledo, (2010). Latin america: Democracy with development. *Journal of Democracy*, 21(4), 5-11.

Ocampo, J., & Vallejo, J. (2012). Economic growth, equity and human development in latinamerica. *Journal of Human Development and Capabilities*, 13(1), 107-133.

Harry Shutt, *A New Democracy: Alternatives to a Bankrupt World Order* (London, Zed Books 2001), Ch 8.

Week 11 Seminar 10, November 12th Case studies begin:, Bolivia:

In recent years Bolivia has offered a different path with resistance and rebellion and democracy from the base. Water wars and the rise of Evo Morales and attempts to found an inclusive state.

Moises Arce and Roberta Rice, "Societal Protest in Post Stabilization Bolivia." *Latin American Research Review*, Vol. 44 No.1, 2009.

Amy Kennemore and Gregory Weeks, "Twenty First Century Socialism? The elusive search for a Post Neoliberal Development model in Bolivia and Ecuador." *Bulletin of Latin American Research*, Vol. 30 No.3 July 2011.

Nancy Postero, "Morales's MAS government Building indigenous popular hegemony in Bolivia." *Latin American Perspectives* Vol. 37, No. 3, 2010.

Week 12 Seminar 11, November 19th: South Korea

Is a pathway from the periphery still possible? How did South Korea manage growth with equity, and development that became democratic?

Gray, Kevin. "The Political Cultures of South Korea". *New Left Review*, 79 (January -February 2013), 85-101. (Carleton library online)

Crotty, James and Lee, Kang-Kook. "Was IMF-Imposed Economic Regime Change in Korea Justified? The Political Economy of IMF Intervention". *Review of Radical Political Economics*, XLI, 2 (Spring 2009), 149-169. (Carleton library online)

Kalinowski, Thomas. "Korea's Recovery Since the 1997/98 Financial Crisis: the Last Stage of the Developmental State". *New Political Economy*, XIII, 4 (November 2008), 447-462. (Carleton library online)

Alice Amsden, "Why isn't the whole world experimenting with the East Asian Model to develop?" *World Development* Vol 22 No.4, 1994.

Week 13 Seminar 12, November 26th Brazil

Despite past problems with inequality, instability and hyperinflation, Brazil seems to have escaped dependency and is rapidly becoming developed. What role did Brazil's social history play in creating its social formation?

Hewitt, Tom. "Brazilian Industrialization". *Industrialization and Development*, eds. Tom Hewitt, Hazel Johnson and Dave Wield, Oxford: Oxford University Press, 1992, 66-96. (on reserve - Carleton library under book title and electronically in the Ares system) a useful historical survey

Rocha, Geisa Maria. "Neo Dependency in Brazil". *New Left Review*, 16 (July-August 2002), 5-33. (Carleton library online) an analysis of the neoliberal era under Cardoso

Ban, Cornel. "Brazil's Neo-Developmentalism: New Paradigm or Edited Orthodoxy?" Review of International Political Economy, XX, 2 (April 2013), 298-324. (Carleton library online)

Week 14 Seminar 13 December 3rd Mexico: Take home exam questions distributed and posted.

Adam David Morton, "The War on Drugs in Mexico: A failed State." Third World Quarterly Volume 33, No.9, 2012.

Paul Kenney and Monica Serrano, *Mexico's Security Failure*. New York, Routledge, 2012. Introduction Ch1&2.

December 21st Take home exams due in my office 3-5pm

Academic Accommodations

Late Penalties and extensions: Extensions are given out at the discretion of the instructor for personal, family or health reasons. You may request extensions in writing (as well as in person) by emailing the instructor at Peter.Atask@carleton.ca. Otherwise papers will be penalized at the rate of 1 mark per day or ½ % point of the final mark, again only at the discretion of the instructor.

Academic Accommodations

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, 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. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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 University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

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.

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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.