Instructor: Prof. Linda Freeman  
Office: C671 LA  
Phone: 613-520 2600 x 2781  
Email address: linda.freeman@carleton.ca

Course hours: Thursday: 11:35 am - 2:25 pm  
Office hours: Tuesday: 2:30 pm - 3:30 pm  
Thursday: 2:30 pm - 3:30 pm

Course Description:

This seminar will explore different theoretical approaches to the concept of development and will assess their relevance for the contemporary Global South. The course will begin by looking at modernization, dependency, classical Marxism and post-modern theories. It will then assess current debates over neoliberalism, the post Washington Consensus, and the developmental state. In the process, focus will be placed on the development experience of selected countries in Latin America, Africa and Asia, especially Brazil, Tanzania, Mozambique, South Korea and China.

Emphasis during the seminar will be placed on a critical interpretation of the assigned literature through the active participation of students in classroom dialogue and debate.

There are no texts ordered for purchase. All readings are available online now that book chapters have been made available in the Ares system.

Course Assessment will be based on:  

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<th>Component</th>
<th>Weight</th>
<th>Due date</th>
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<tr>
<td>Short paper:</td>
<td>30%</td>
<td>29 September to 3 November 2016</td>
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<tr>
<td>Take-home examination</td>
<td>40%</td>
<td>15 December 2016</td>
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<tr>
<td>Class Participation:</td>
<td>30%</td>
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Short paper: Each student will be required to write one short paper of 7-10 typed double spaced pages (using just one side of the page and with a title page) CRITICALLY ASSESSING the issues raised in one of the seminars from Week 2 to 6. This paper is due the week after the seminar chosen as your subject and will not necessarily be the same topic as the seminar.
you facilitate. Essays should be handed in either in class or during office hours and will be returned within two weeks of receiving them.

Note that this exercise is not intended as a review of the weekly articles or as a descriptive synthesis of them. Instead, you are asked to develop an argument about the theme of the seminar which demonstrates mastery of the assigned material. The articles will constitute your bibliography. Criteria for assessment will include richness and imaginative treatment of substance, clear development of an argument, precision of expression and style. Lateness in submission of assignments will be considered in arriving at a final grade but no fixed penalty will be assigned.

The Take-Home Examination: The take-home examination is an essay-type examination consisting of one question with a choice between topics. The answer will be 10 to 12 pages in length, typed and double-spaced (using just one side of the page and with a title page) with footnotes and bibliography. It will be handed out in class on 8 December 2016 and is due in on 15 December 2016. It will be the product of individual not group work.

Class Participation will be assessed 50% on general participation - attendance, preparation and quality of contributions to discussion - and 50% on performance in facilitating one of the seminars. As this is an honors seminar, there will be no regular lectures from the instructor. The point of a seminar is to provide a forum for students to exchange their views. In order to make the class a success, students are expected to have done the assigned readings prior to class and to be prepared to discuss them at length.

Each student will also be responsible for facilitating at least one session. Note carefully the instructions regarding this part of the course.

Responsibilities in Leading a Seminar: Instead of opening a seminar with a prepared statement, select four questions coming out of the central themes of the readings for each half of the group discussion. That's a total of eight questions. You must check these first with the instructor through a teleconference on Sunday afternoon at 4:00 pm. A draft set of questions should be sent to the professor no later than 3:00 pm Sunday. If there are two or more students leading the seminar, it is necessary to arrange a teleconferencing facility well in advance of the consultation with the professor.

Revised questions are then distributed by email to the class Sunday night and then as hard copy on the day of the seminar. The questions are meant to guide both reading and discussion. Try to balance a very brief outline of your responses to these questions with your responsibilities as a group leader stimulating discussion. Your role is as a facilitator and not a presenter.

The university requires that the following regulations are inserted in all course outlines:

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:

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<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-100</td>
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<td>B+</td>
<td>9</td>
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<td>8</td>
<td>53-56</td>
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<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
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**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.

**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:

1. 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;
2. submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
3. using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
4. using another’s data or research findings;
5. failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
6. 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).
Official Course Outline: The course outline posted to the Political Science website is the official course outline.

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.

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.
COURSE OUTLINE AND READINGS

September 8   ORGANIZING SESSION

Week 1     THE "DEVELOPMENT" PROBLEMATIC - WHAT IS DEVELOPMENT?
September 15


Ziai, Aram. "The Discourse of “Development” and Why the Concept Should be Abandoned". Development in Practice. XXIII, 1 (February 2013), 123-134. (Carleton library online)

Rowden, Rick. “Poverty Reduction is Not Development". Review of African Political Economy, XXXVII, 126 (December 2010), 503-516. (Carleton library online)


Week 2     MODERNIZATION THEORY
September 22

Modernization theory as the dominant paradigm explaining development emerged out of Western universities, especially those in the US in the 1950s and 1960s. An allied theory, neoliberalism, became the central approach taken by international financial institutions and Western states in the 1980s and 1990s.


Brohman, John. "Universalism, Eurocentrism, and Ideological Bias in Development Studies: From Modernisation to Neoliberalism". Third World Quarterly, XVI, 1 (March 1995), 121-140. (Carleton library online)
Week 3  
**SEPTEMBER 29**

**DEPENDENCY THEORY**

Dependency theory emerged most powerfully in Latin America as a reaction to modernization theory, arguing that underdevelopment rather than development was the historical reality of relations between North and South.

*This article offers a well-known, if crude, version of dependency theory.*


Week 4  
**OCTOBER 6**

**CLASSICAL MARXIST DEVELOPMENT THEORY**

This body of literature drew on classical Marxist thought to argue that imperialist expansion and the internationalization of capital work towards the productive transformation of the Third World.

Please watch a brilliant animation on a lecture by David Harvey about the "Crises of Capitalism". The link is: http://www.youtube.com/watch?v=qOP2V_np2c0

Warren, Bill. "Imperialism and Capitalist Industrialization". *New Left Review*, 81 (September-October 1973), 3-44. (Carleton library online)

Lipietz, Alain. “Marx or Rostow?” *New Left Review*, 132 (March-April 1982), 48-58.  (Carleton library online)


Week 5  POST MODERNISM & POST DEVELOPMENT THEORY  
October 13

The post-modern/post-development schools rejected the premises of modernization, dependency and Marxist theorists as fundamentally ethnocentric and teleological.


Week 6  NEOLIBERALISM AND THE POST WASHINGTON CONSENSUS  
October 20

The dominance of neoliberal thought for thirty-six years has been shaken by economic failure and global crises, leading to attempts to formulate post neoliberal theories.


Öniş, Ziya and Şenses, Fikret. "Rethinking the Emerging Post-Washington Consensus". Development and Change, XXXVI, 2 (March 2005), 263-287. (Carleton library online)


October 27

READING WEEK

Week 7    NEOLIBERALISM AND POST NEOLIBERALISM IN LATIN AMERICA: BRAZIL

November 3

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), 298-322. (Carleton library online)


Wallerstein, Immanuel. “Brazil: Coup or Fiasco?” Common Dreams, 16 May 2016, 2pp. (Carleton library online)

Optional:

Week 8    THE CRUSHING OF STATE AUTONOMY: TANZANIA

November 10


Lange, Siri. “Gold and Governance: Legal Injustices and Lost Opportunities in Tanzania”. African Affairs, CX, 439 (April 2011), 233-252. (Carleton library online)


**Week 9 \ THE CAPTURED STATE? THE CASE OF MOZAMBIQUE**
**November 17**


“Secret security debts devastate economy”. *Africa Confidential*, LVII, 10 (13th May 2016), 6pp. (Carleton library online)

“Frelimo’s ostrich plan”. *Africa Confidential*, LVII, 14 (8 July 2016), 3pp. (Carleton library online)

**Week 10 \ DEBATES ON THE DEVELOPMENTAL STATE**
**November 24**

*With neoliberal thought about the centrality of the market no longer unquestioned, attention has returned to the state’s role in development.*

Selwyn, Ben. "An Historical Materialist Appraisal of Friedrich List and his Modern-Day Followers". *New Political Economy*, XIV, 2 (June 2009), 157-176. (Carleton library online)

Wade, Robert H. “‘Market versus State’ or ‘Market with State’: How to Impart Directional Thrust”. *Development and Change*, XLV, 4 (July 2014), 777-797. (Carleton library online)

Mehri, Darius B. “Pockets of Efficiency and the Rise of Iran Auto: Implications for Theories of the Developmental State”. *Studies in Comparative International Development*, L, 3 (September 2015), 408 -430. (Carleton library online)

**Week 11        THE STATE AND DEVELOPMENT IN SOUTH KOREA**
**December 1**


Yeung, Henry Wai Chung. “Governing the Market in a Globalizing Era: Developmental States, Global Production Networks and Inter-firm Dynamics in East Asia”. *Review of International Political Economy*, XXI, 1 (February 2014), 71-94. (Carleton library online)

**Week 12           THE DEVELOPMENTAL STATE IN ASIA - CHINA**
**December 8**
Watch a TED talk by Eric Lee, an entrepreneur and political scientist: http://www.ted.com/talks/eric_x_li_a_tale_of_two_political_systems.html


Hung, Ho-Fung. “Sinomania: Global Crisis, China’s Crisis?” *Socialist Register 2012: The Crisis and the Left*. XLVIII, 217-230. (Carleton library online)


Zeng, Jin and Fang Yuan Yuan. “Between Poverty and Prosperity: China’s Dependent Development and the ‘Middle-Income Trap’”. *Third World Quarterly*, XXXV, 6 (September 2014), 1014-1027. (Carleton library online)