Carleton University  
Fall 2017  
Department of Political Science

**Political Science 4104A**  
**Development in the Global South – Theory and Practice**  
2:35 p.m. - 5:25 p.m. (14:35-17:25) Mondays  
Please confirm location on Carleton Central

**Instructor:** Megan Pickup  
**Office:** B645 Loeb  
**Office Hours:** Mondays 1:00pm – 2:00pm  
**Phone:** 613-520-2600 ext. 1657 (no voicemail)  
**E-mail:** megan.pickup@carleton.ca

**Course Descriptions**

What is development? How have ideas about how to promote development in the Global South changed over time? Where are theoretical tools helpful in interpreting the problem of development, and where are they lacking? How have theoretical understandings informed actual practice?

The course is divided into two sections. The first will follow the historical progression of development theory: from modernization theory, to dependency theory, to neo-liberalism, and to critical responses, including feminist, post-development, and post-colonial approaches.

In the second section, we privilege an examination of how development theory has been taken up in practice by studying several themes. In particular, to consider the relevance of development theory, we will interrogate phenomenon at various levels: civil society and social movement organizing (within the nation); the developmental state; and the rise of the BRICS (Brazil, Russia, India, China, and South Africa). The last two weeks (classes) will end with students’ presentations of their final research project.

In addition to mastery of content, the course asks students to sharpen their skills in critical thinking, communication, and argumentation. The development of these key skills will aid students in the completion of their degrees, as well as in diverse career pursuits, from jobs in government, to NGOs and the private sector, as well as graduate or professional degrees.

**Learning Outcomes**

By the end of the course, students will be able to:

- Explain the key concepts, principles, and assumptions of development theories
- Evaluate the strengths and weaknesses of various theories of development
- Analyze the influence of theory in contemporary development practice using real world examples
• Argue an interpretation of a chosen development problem and its links with development theory
• Display openness to and respect for different understandings of development problems

Assessments

Assignments at a Glance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30% (15% each)</td>
<td>Throughout</td>
</tr>
<tr>
<td>Critical reviews (x2)</td>
<td>20% (10% each)</td>
<td>Throughout</td>
</tr>
<tr>
<td>Research paper proposal</td>
<td>10%</td>
<td>Due Oct. 16 (week 5)</td>
</tr>
<tr>
<td>Research paper</td>
<td>40%</td>
<td>Due Dec. 8 (week 12)</td>
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<tr>
<td>Total</td>
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Students must complete all assignments to receive a passing grade.

Participation (30%)
Active participation for this course is a requirement. Assessment will be two-fold: ongoing participation (15%), and a short critical reflection on (an) assigned reading(s) to introduce that week’s discussion (15%). I will provide an overview of expectations for both aspects of this assignment in the first class.

Ongoing participation: Students will be assessed on their regular attendance and informed contributions to class discussions. Your contributions will be assessed not on quantity (how much you say), but quality (what you say). Demonstrating active listening and collegiality, asking questions on course material and the subject matter, and offering thoughtful reflections are all excellent means of participating.

Short presentation (10-15 minutes): In the first week, students will sign up to introduce (a) reading(s) to the class. These presentations should include limited summary (under half of the overall time), and instead focus on an initial interpretation/evaluation of the theory and its application to development or, where appropriate, an interpretation of the issue in light of concepts studied, and raise two questions for discussion.

Critical reviews (20%)
Throughout the semester, students will submit two critical reviews on the week’s readings (weeks 2-10), each worth 10%.

The assignment is intended to provide you with the opportunity to practice communicating through writing in a clear and persuasive way, and to develop an original argument, which includes the student’s analysis of the merit of the theory in explaining contemporary development challenges, or how the issue connects with, undermines, etc., our previous conceptual discussions.
We will review assignment expectations in the first class. Please note that you can submit a review the same week as your short presentation. Note that one review must be submitted in the first half of the course (weeks 2-5) and the other in the second half (6-10). Reviews must address all of the required readings, even if they focus on one or two in-depth. The review must be between 2-3 pages double-spaced to encourage the development of succinct writing, which is a required skill in multiple career pursuits.

Reviews must be submitted before class through the CuLearn portal (i.e. by 2:30 p.m.). This assignment cannot be submitted late as it is intended to aid in generating meaningful class discussion.

**Research paper proposal (10%)**
Mid-way through the semester, students are expected to develop a proposal for their final research paper. The proposal must demonstrate an initial engagement with the literature, and develop a tentative research question and working hypothesis. Students will also be asked to provide an initial outline as to how they will develop their argument. The entire proposal will be annotated, meaning students are asked to explain briefly in comments the logic behind their decisions, such as how a resource is relevant to the question and argument. In addition to allowing students an opportunity to engage with material on development theory and practice in a critical way, the assignment also encourages the building of important skills in communication, argumentation, and research.

Open-ended topics and further guidance will be provided on CuLearn in advance of the deadline, as well as an example of an assignment. Other topics can be pursued if they are approved by me no later than Oct. 6 in office hours. All topics must engage with at least one theoretical perspective studied in the class. We will review assignment expectations in detail in class. The assignment must be submitted through the CuLearn portal by 11:59 p.m. on Oct. 16, 2017 (week 5).

**Research paper (40%)**
A final research paper (worth 40%) is the course’s major assignment. In the paper, students are required to develop an evidence-based argument on their chosen problem. The paper builds directly on previous assignments, especially the proposal, and as a result the paper must demonstrate that you have attempted to address feedback provided to you. Overall, it is expected that papers demonstrate rigorous research skills and have developed and supported a convincing argument, made in a clear and coherent way. To further support the development of communication skills, I additionally require that the paper be submitted with an executive summary (no more than 1 page), a feature that is common to writing produced in both the public and private sectors.

The final 2 weeks (classes) of the course will be set aside for students to share their research findings in 10 minute presentations on panels with their colleagues. This component of the assignment is mandatory but not graded, and is designed to practice public speaking and share research findings.
In class, I will provide an overview of assignment expectations, and discuss and provide an annotated essay outline that explains essay components and how they are derived. The research paper is due Dec. 8, 2017 (week 12), and the paper must be submitted through the CuLearn portal by 11:59 p.m. The paper must be 12-15 pages, double-spaced, plus a final reference list and the executive summary. The instructor will have copies of the feedback provided to you on your proposals. Presentations will occurs in weeks 11 and 12, and you will be assigned a spot following the submission of the research proposal.

Teaching Approach
My teaching goals are not only to support your mastery of content, but to help you in building skills that will assist you long after the course is over, both in other courses and in your future career. To this end, I have designed a course that is heavily based on participation and application. In class, we will practice thinking through concepts and ideas at a higher, critical level, simultaneously honing general skills in argumentation and communication. Early assessments are also designed as an opportunity to practice critical thinking skills, with the major essay, for example, building directly on previous work. This class is also an opportunity to engage politically with contemporary development issues, and to consider them from different points of view. As a result, requirements and activities, such as where the essay asks you to deliberately refute another point of view, are intended to help you question your assumptions and previous experiences.

Materials
Readings are found in Ares through the CuLearn course page.

Online Component
The CuLearn environment is an important part of this course. Most assignments will be submitted and returned to you through the online system. As well, assignment requirements, grading rubrics, and examples, where applicable, will be available online. Questions can also be posted here that are applicable to the entire class. Please consult the system regularly.

Course Policies
E-mail:
I ask that students come to designated office hours and/or make appointments to visit in-person rather than relying on email to address course-related issues. If you prefer to send e-mail, please note that I make every effort to reply in 48 hours. This means that questions about assignments must be asked well in advance of due dates. Please be sure that you read the syllabus carefully before making inquiries.

Absences, extensions, late assignments:
Given that participation is being assessed and is crucial to generating meaningful class discussions, you must advise the instructor of any absences. Absences must be flagged before class (wherever possible), and documentation provided when appropriate.

In exceptional cases, students will be granted extensions for assignments. These extensions must be requested at least a week in advance of the deadline, barring
unforeseen circumstances (such as a death in the family). Assignments that involve participation will be adjusted if they cannot be rescheduled.

Late penalties will be applied following the deadline at a rate of 3% per day, with the exception of critical reviews, which cannot be submitted late. After 10 days, assignments will no longer be accepted unless there is a documented excuse. Please recall that a student cannot obtain a passing grade without completing all course assignments.

Course Outline
Sept. 11 (week 1) – What is development?
Key questions: What is the desired state of development? How does social change occur? Who are the agents of change? Is the current focus on poverty reduction enough?

Readings:
- Review the syllabus

Sept. 18 (week 2) – Modernization theory
Key questions: Do all countries follow the same path toward development? What are the necessary conditions for development to occur? Is the influence of modernization theory still visible today?

Readings:

Sept. 25 (week 3) – Dependency theory
Key questions: How do global systems perpetuate underdevelopment? Is dependence inevitable in a capitalist system? How have dependent relations changed in current global conditions (and are core-periphery notions still useful)?

Readings:
Comparative Politics 10 (4), 535-557.


Oct. 2 (week 4) – Neoliberal theory

Key questions: What role should the market play in development, and is there a gap between prescription and practice? Is neoliberal theory still the dominant paradigm for development thinking?

Readings:


Oct. 9 – Thanksgiving holiday (no class)!

Oct. 16 (week 5) – Critical responses I – Feminist perspectives (Proposals are due this week!)

Key questions: What considerations do feminist approaches bring to the study of development? Is feminism universal? What are the consequences of (neoliberal) development policy for feminist objectives, and what are viable alternatives?

Readings:


Oct. 23-27 – Reading break (no class)!
Oct. 30 (week 6) – Critical responses II – Post-development approaches
Key questions: How have ways of speaking about the “Third World” enabled certain practices? How does development discourse work (and why is it so effective)? What are alternatives?

Readings:

Nov. 6 (week 7) – Critical responses III – Post-colonial approaches
Key questions: How is colonial power present in the development enterprise? Is decolonial development possible and desirable? What would it look like in practical terms?

Readings:

Nov. 13 (week 8) – Civil society and social movements
Key questions: How do different theoretical approaches see the role of civil society, social movements, etc. in promoting development? What are the limits and possibilities for change as a result of their actions? How is organizing facilitated and/or made more difficult in the current global context?

Readings:
Nov. 20 (week 9) – Developmental states
Key questions: How should a state intervene to promote development? What conditions are necessary? What are some of the risks?

Readings:

Recommended:

Nov. 27 (week 10) – The BRICS as anti-hegemonic alternatives?
Key questions: Do the BRICS reject neoliberal theory in discourse and practice? What new challenges do they introduce for development, and how can these be theorized? What are important differences among the BRICS?

Readings:

Recommended:

Dec. 4 (week 11) – Student presentations I

Dec. 8 (week 12) - Student presentations II (Classes follow Monday schedule – Essays are due today!)
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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tr>
<td>90-100</td>
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<td>12</td>
<td>67-69</td>
<td>C+</td>
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<tr>
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<td>63-66</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
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<tr>
<td>77-79</td>
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<td>9</td>
<td>57-59</td>
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<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.

**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.