

PSCI 4104 A
Theory and Practice: Development in The Global South
Wednesdays: 11:35 am - 2:25 pm
Location: 314 Southam Hall

I) **General information**

Instructor: Dr. Isaac Odoom

Office: D684 Loeb

Student Hours: Wednesday 2:35-4:35pm in person or via zoom

Email: isaac.odoom@carleton.ca

Contact Policy: Email is the best way to contact me. I normally reply within 24-48 hours, weekends excluded. All email must be through official Carleton University email accounts. For longer questions I recommend scheduling a Zoom appointment or regular office hours.

II) **Course description**

This course will explore theories of development as well as the actors and institutions involved in international development in the global South. We will examine the historical evolution of development theory and interrogate the analytical frames that define and challenge our understanding of development. We will also investigate the role of different actors (state, civil society, private sector etc) and institutions (multilateral agencies, IFIs, faith-based organisations etc) and their involvement and impact on a variety of issues (democratization, aid, etc), with examples and case studies from the global South. The course begins with a broad overview of development theories and debates followed by sessions on the role of actors and institutions in development and the practical implications of the theories, case studies, and critiques of development in the global south. The course provides the platform for students to study development in the global South from a broad, diverse, and critical perspectives.

III **Course Format**

This is an advanced undergraduate seminar. The course will be conducted in a seminar format devoted to extended analysis and discussion of the assigned readings. Students are expected to come to the session prepared to critically engage required readings and colleagues in a highly interactive but respectful manner. Attendance at all sessions of the course is mandatory. An unexcused absence will negatively affect student participation score. Student should email the instructor in advance if they will be unable to attend class.

This course requires substantial reading and in order to foster dynamic and informed classroom dialogue all students are expected to complete all readings before the start of the class to fully benefit from the discussions.

IV **Learning outcomes**

Upon completion of this course, the student will

- learn conventional approaches to development in the global south
- understand new theories and methods of development in the context of the global south
- engage in critical debates about development in the global South
- describe, compare and apply theoretical approaches to understand current realities and alternative possibilities in international development.
- analyse the role and influences of key actors and institutions in international development
- demonstrate knowledge of how to access, use and compare sources of information on development trends and outcomes in different countries/regions
- display critical understanding of key issues through the development of succinct writing and research skills, and the ability to present complex arguments in class discussions

V **Texts**

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

VI **Evaluation at a glance**

Evaluation of the following course requirements will determine students' grades

Component	Weight	Due Date
1. Attendance/Participation	20%	Throughout the course
2. Critical Reflection Papers (3X*10)	30%	
	Any topic between Jan 18 to Feb 8	Due Wednesday 10am of the chosen week.
	Any topic between Feb 15 and March 8	Due Wednesday 10am of the chosen week.
	Any topic between March 15 and March 29	Due Wednesday 10am of the chosen week.

3. Presentation/Student led discussion	10%	Student chosen date
4. Research Proposal	10%	March 6
5. Research paper	30%	April 12
Total	100%	

VII Evaluation in detail

1. Attendance and Participation (20%)

The course requires that you interact with your peers (especially the second half of class) and with the instructor during class. The mark for participation is a cumulative score which involves the following: Quality of participation in class discussion, small in-class group exercise and other related activities. (You cannot receive a participation mark if you do not attend class. If you are absent without a valid excuse, you will receive zero (0) for that seminar). To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare their own weekly reading notes, including questions for discussions, and actively participate in discussions. Students should note that listening and raising good questions are as important as making comments. Instructor will take attendance in class.

We will start every seminar with a roundtable discussion where each student will give a 3-minute reflection on all required readings.

2. Critical Reflection Papers (30%)

Each student is required to submit three (3) reflection papers over the duration of the course. These reflection papers are not a summary of the readings, but rather a reflection and critique of the required readings. Reflection papers will critically synthesize the arguments developed in the required readings for that day and develop a response to those arguments. You will be expected to identify the central argument and draw out the points of commonality and differences in the authors' arguments. You should discuss how convincing the authors' arguments are and what you have learned from them. You should also contemplate linkages between previous week's readings, if any. The paper must include at least two (2) discussion questions arising from the readings.

Students can choose to prepare their reflection on any of the weekly seminar topics, **but they are not allowed to do a reflection paper for the same week as their presentation.** Students are only required to use the course readings for the week, but they will cite the sources properly including other sources used (if any) in their critical review papers.

Reflection papers should be between 700-750 words in length (double spaced, Times New Roman 12 font, 1" margins). Students will choose their own referencing style, however,

consistency is necessary. Please indicate referencing style (APA, MLA, etc) and list of sources at the end of your paper.

The First review should be submitted not later than Feb 8, 2023, with the Final entry due not later than March 29, 2023. Entries must be submitted via Brightspace by **10am on the Wednesday of the week in which the readings/topic are discussed (for example, Critical Reflection for the week of Jan 25 must be submitted by Jan 25, not later)**. Critical Review papers will not be accepted after the topic or readings have been discussed in class.

3. Case study Presentations (10%)

Each Wednesday (between week 3 and 13, excluding week 7 and 14), a group of 1-2 students will collaborate to prepare and present a case study related to the week's lecture topic. These case studies, which must match the topic for the week, must be selected by the students in consultation with the instructor (at least a week before, if not earlier). The purpose of the presentation is to conduct an in-depth examination of an issue in international development using an example of a case study.

In the presentation, while some summary of the material may be necessary to refresh people's memory and kick start the discussion, the presentation should not be a long summary of the readings. Presenters should assume that everyone in the class has completed all the readings.

Overall, the group should aim to demonstrate how well they have understood the topic and readings for that week using the case study.

The presentation may include some external research and will be assessed on the following:

1. Quality of critical analysis of readings
2. Presentation of information, succinctness of summary
3. Ability to link and explain readings/lecture concepts with the case
4. Quality of research (types of sources, reliability of sources)
5. Visual aids and overall creativity
6. Clarity of communication (practice your presentation, do not just 'read' it)
7. Ability to engage with audience
8. Questions developed for discussion/debate/deliberation or class activities
9. Listing of sources using a consistent academic style guide
10. Facilitation and time management (both presentation and Q & A)

The presentation will use visual aid (PowerPoints, audio/video etc) and will not be longer than 20 minutes, followed by Q & A. It is the responsibility of the group to manage the duration of the presentation and the Q & A. A single grade will be assigned for the presentation and will be attributed to all students in that group. All presenters have equal share in leading the presentation and discussion.

The instructor must receive an electronic copy (ppt or pdf version; not a link) of the final power point presentation or handout via email (isaac.odoom@carleton.ca) or via Brightspace by 9am on the day of the presentation.

Instructor will assign topics/date of presentation to students guided by students' selections. Student will be given an option to pick their top Three (3) preferred Topic/Date of presentation in class.

Additional information about the presentation will be provided to students.

4. Research Outline/Proposal (10%)

The research proposal/outline is meant to get students to start their research essay. It should clearly address three main questions as follows: What is the research about? Why is the proposed topic/question worth researching? How do you plan to conduct it? As such, every proposal should contain a specific topic; a clear research question; research methods; a preliminary argument (thesis statement); outline or structure of the essay; and a preliminary list of bibliography of at least 8 peer-reviewed sources including books/chapters and journal articles. Proposals should not exceed 4 double-spaced pages and are due not later than March 6.

5. Research paper (30%)

Each student is required to write a research essay which will answer a single research question or defend a central thesis that directly ties an international development actor or institution with a development topic in one developing country of the student's choice. Based on secondary and other sources, the essay will evaluate the role of the institution or actor in the specific development sector of a given country and develop an argument. Sample list of institutions, actors and examples of topics will be provided by instructor to guide students in their choices.

The paper should be between 8-10 pages (about 2500-3000 words) in length (excluding title page and bibliography) and must use a minimum of eight (8) peer reviewed sources. An e-copy (Doc or Pdf) of the essay is due on Wednesday April 12 at 11:59PM EST via Brightspace.

Additional information about the research paper will be provided to students in a separate handout.

LATE PENALTIES:

Late assignments: It is student responsibility to inform the instructor as soon as it becomes clear that their work will be late. If you do not communicate in advance, and your reasons for being late does not also explain this lack of communication, and if, in the judgement of the

instructor, there is no valid reason for a late assignment (e.g health or domestic affliction) then you should be prepared to be penalized by one grade per day on the letter scale. For example, a B would become a B- on the first day, a C+ on the second day, and so on. Term papers more than two weeks late may not be accepted.

VIII Course schedule

**The weekly reading list are subject to changes by the instructor in the course of the term.
Instructor will inform students of any changes ahead of time.**

Week 1

Jan 11

Course Introduction and Organisation

The instructor will review the syllabus and presents the format, requirements, and objectives of the course.

Week 2

Jan 18

Development: Conceptions, Definitions and Debates

Desai. Vandana and Robert B. Potter (Edited). *The Companion to Development Studies*. London: Routledge, 2014 Pages 1-24.[Part 1.1-1.4] (E-book)

Escobar, Arturo, "Introduction: Development and the Anthropology of Modernity" In *Encountering Development: The Making and Unmaking of the Third World*. Princeton: PUP, 1995. Chapter 1 (pages 3-17). (E-Book)

Herath, Dhammika, 2009, "The Discourse of Development: Has It Reached Maturity?," *Third World Quarterly* 30(8): 1449-1464.

Week 3

Jan 25

Development Approaches: Modernisation and its Critics

Desai. Vandana and Robert B. Potter (Edited). *The Companion to Development Studies*. London: Routledge, 2014 Pages 79-87 [Parts 2-2.1]. E-Book

Saiful Islam, M, 2018, "Conceptualizing Development and Underdevelopment: From Classical Modernization to Contemporary post-Development Discourse," *Journal of Asian Development*, 4(2): 107-122.

Litonjua, MD., 2012, "Third world/global south: from modernization to dependency/liberation, to post-development," *Journal of Third World Studies*, 29(1): 25-56.

Week 4

Feb 1

Development Approaches: Dependency and Neoliberalism

Namkong, Young, 1999, "Dependency Theory: Concepts, Classifications, and Criticisms," *International Area Studies Review*, 2(1): 121-150.

Neilson, David, 2020, "Bringing in the Neoliberal Model of Development," *Capital and Class*, 44(1): 85-108.

Seppälä, Tiina, 2016, "Feminizing Resistance, Decolonizing Solidarity: Contesting Neoliberal Development in the Global South," *Journal of Resistance Studies*, 1(2): 12-47.

Week 5

Feb 8

Development Approaches: Postcolonial Theory, Post-Development and Post-Structuralism

Kapoor, Ilan, 2002, "Capitalism, Culture, Agency: Dependency versus Postcolonial Theory," *Third World Quarterly*, 23(4): 647-664.

Aram Ziai (2017) "Post-development 25 years after The Development Dictionary," *Third World Quarterly*, 38:12, 2547-2558,

Gabriel O. Apata (2019) Corruption and the Postcolonial state: how the West invented African corruption, *Journal of Contemporary African Studies*, 37:1, 43-56,

Week 6

Feb 15

The State and Development

Bates, Roberts H. "The role of States in Development" in B. Weingast and D. Wittman (eds). 2006. *The Oxford Handbook of Political Economy*. Oxford: OUP Chapter 39.

Mkandawire, T. (2001) "Thinking about Developmental States in Africa", *Cambridge Journal of Economics* Vol. 25 No. 3

Kapur, Devesh. 2020. "Why Does the Indian State Both Fail and Succeed?" *Journal of Economic Perspectives*, 34 (1): 31-54.

Week 7

Reading Week (No classes)

Week 8

March 1

Foreign Aid and Development

Moyo D. (2009) *Dead Aid: Why Aid is Not Working and How There is Another Way for Africa* Chapters 1 and 3.

Olivié, Iliana, and Aitor Pérez (2021). "Whose and What Aid Securitisation? An Analysis of EU Aid Narratives and Flows." *Third world quarterly* 42.8: 1903–1922.

Ian Smillie (2017) "Institutional corruption and Canadian foreign aid", *Canadian Foreign Policy Journal*, 23:1, 47-59

Week 9

March 8

Democratization and Development

Hinnebusch, Raymond, 2006, "Authoritarian Persistence, Democratization Theory, and the Middle East: An Overview and Critique," *Democratization*, 13(3): 373-395.

Ayers, Alison. 2006, "'Demystifying Democratisation: The Global Constitution of (Neo)liberal Polities in Africa". *Third World Quarterly*, 27(2): 321-338.

Rita Abrahamsen (2012) "The Seductiveness of Good Governance" Chapter 2, In Sundaram, J. K., & Chowdhury, A. (Eds.). (2012). *Is Good Governance Good for Development?* A&C Black

Week 10

March 15

Multilateral Institutions and Development

Charis Enns, Brock Bersaglio and Thembela Kepe, 'Indigenous Voices and the Making of the Post-2015 Development Agenda: The Recurring Tyranny of Participation', *Third World Quarterly*, 35, 3, 2014

Brissett, N. M. (2018). Sustainable Development Goals (SDGs) and the Caribbean: Unrealizable promises?. *Progress In Development Studies*, 18(1), 18-35.

Weinhardt, Clara, and Till Schöfer (2022). "Differential Treatment for Developing Countries in the WTO: The Unmaking of the North-South Distinction in a Multipolar World." *Third world quarterly* 43.1: 74–93

Week 11

March 22

Civil Society, Individuals and NGOs in Development

Brockington, Dan. "The Production and construction of celebrity advocacy in international development" *Third World Quarterly* 35, no 2 (2014): 88-108

Nicolás Acosta García, Niels Fold. (2022) Take back your fish: questioning NGO-mediated development in Caquetá, Colombia. *Third World Quarterly* 43:1, pages 148-165.

Barbara Vodopivec and Rivke Jaffe, 'Save the World in a Week: Volunteer Tourism, Development and Difference', *European Journal of Development Research*, 23, 1, 2011, pp. 111-128.

Week 12

March 29

Private Sector in Development

Haslam, Paul Alexander, "The firm rules: Multinational corporations, policy space and neoliberalism" *Third World Quarterly* 28, no. 6 (2007): 1167-1183

Fejerskov, Adam Moe. 2017. "The New Technopolitics of Development and the Global South as a Laboratory of Technological Experimentation." *Science, Technology & Human Values* 42 (5): 947–68.

Aguilar-Stoen, Mariel, 2016. "Beyond transnational corporations, food and biofuels: the role of extractivism and agribusiness in land grabbing in Central America". *Forum for Development Studies*, vol 43, no. 1 pp. 155-175.

Week 13

April 5

COVID-19 and New actors in International Development

Deborah Bräutigam, (2011), "Aid 'with Chinese Characteristics': Chinese Foreign Aid and Development Finance Meet the OECD-DAC Aid Regime," *Journal of International Development*, v. 23 pp. 752-64.

Odoom, Isaac (2017) "Dam In, Cocoa Out; Pipes In, Oil Out: China's Engagement in Ghana's Energy Sector" *Journal of Asian and African Studies* Vol. 52, Issue 5, pp. 598-620 (Article first published online: October 26, 2015).

Sara Stevano, Tobias Franz, Yannis Dafermos & Elisa Van Waeyenberge (2021) COVID-19 and crises of capitalism: intensifying inequalities and global responses, *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 42:1-2, 1-17

Week 14

April 12

Research Papers due

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

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.

Plagiarism

Carleton's [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.

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.

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.