

PSCI 4104 A

Theory and Practice: Development in The Global South

Tuesdays: 11:35 am - 2:25 pm

Please confirm location on Carleton Central.

I) **General information**

Instructor: Dr. Isaac Odoom

Student Hours: Thursday 11:00am-1:00pm in person or via zoom

Email: isaac.odoom@carleton.ca

II) **Course description**

This advanced undergraduate course explores 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, private sector etc) and institutions (multilateral agencies, IFIs 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 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. Unexcused absences will negatively affect student participation score. Student should email the instructor in advance if they are unable to attend a class.

Each class session will begin with the instructor providing a general overview of the week's themes to contextualize the required readings and discussions. Following this, there will be a roundtable discussion where each student will give a concise 3-minute reflection on all the required readings for the week pointing out key arguments, insights, and questions. A short break will follow the roundtable discussion. The session will then proceed to student presentations on case studies, followed by small group discussions led by presenters.

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 required textbook to purchase for the course. All the course materials can be found on ARES via Brightspace.

VI Evaluation at a glance

Evaluation of the following course requirements will determine students' grades

Component	Weight	Due Date
1. Attendance/Participation	25%	Throughout the course
2. Critical Reflection Papers (2X*15)	30%	
	Any week between Jan 14 to Feb 4	Due Tuesday 10am of the chosen week.
	Any week between Feb 11 and March 25	Due Tuesday 10am of the chosen week.
3. Presentation/Student-led discussion	20%	Student chosen date
4. Course Report	25%	April 8
Total	100%	

VII Evaluation in detail

1. **Attendance and Participation (25%)**

Active engagement with the assigned readings, meaningful interaction with peers, and constructive participation in class discussions are integral to this course. The **participation mark** is a cumulative score based on:

- **Quality of participation** in class discussions, including contributions to the roundtable reflections.
- Engagement in small in-class group exercises and related activities.

Attendance Policy:

- Attendance is mandatory for participation marks.
- If absent without a valid excuse, students will receive a **zero (0)** for that seminar.

To excel in participation, students must:

1. Carefully read and engage with the required readings.
2. Prepare weekly reading notes, including thoughtful questions for discussion.
3. Actively participate by listening attentively, raising insightful questions, and contributing meaningful comments.

Roundtable Discussions:

Each seminar will begin with a **roundtable discussion**, where every student will deliver a **3-minute reflection** on all the required readings for the week. This activity ensures students are prepared to critically engage with the course material. The instructor will take attendance in each class.

2. **Critical Reflection Papers (15X2=30%)**

Every student must submit two (2) 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 with previous weeks' readings, if any. The paper must include at least two (2) discussion questions arising from the readings.

Students are allowed 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 750-850 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 4, 2025, with the Final entry due not later than March 25, 2025. Entries must be submitted via Brightspace by **10am on the Tuesday of the week in which the readings/topic are discussed (for example, Critical Reflection for the week of Jan 21 must be submitted by Jan 21, not later)**. Critical Review papers will not be accepted after the topic or readings have been discussed in class.

Additional assignment instructions will be provided to students.

3. Case study Presentations (20 %)

Each Tuesday (between week 3 and 13, excluding week 7), a group of 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.

The presentation will include 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.

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 Topics/Dates of presentation in class.

Additional information about the presentation will be provided to students.

4. Final Course Report (25%)

Each student is required to write a final report that reflects their learning experience in the course referring to specific elements of the course.

The Report is designed to assess students' understanding of the complex dynamics of development in the global South as explored throughout the semester. This assignment

requires students to synthesize their knowledge, critically analyze key themes, and demonstrate a deep engagement with the course material and an informed perspective on the global South.

The report is NOT a research paper on a given topic in development; it is a culmination of student learning journey in the course, and a reflection on student intellectual growth over the semester showcasing their analytical skills.

The report should be no more than 2500-3000 words in length (excluding title page and bibliography) and must use a minimum of eight (8) peer reviewed sources from the course in addition to any outside sources.

Word or PDF copy of the report is due on April 8 via Brightspace.

Additional information on the Course Report will be provided to students in a separate handout.

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.

Students should note that to obtain credit in this course, students must fulfill all of the course requirements.

Late Penalty: Each class assignment is graded out of 100 marks. For late submissions, a penalty of two marks per day will be deducted from the assignment's grade (where applicable).

Previous papers/work. For this course and its assignments, using work already submitted for other courses is disallowed. Students are invited to talk to the instructor if they have any questions related to this provision.

Changes to the syllabus: This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

Generative AI Policy (adapted from Peter Andree's course outline)

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. AI can be used as a guide to new topics, and to correct spelling and grammar, but no more. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student's assignment, or even quoted from directly. Instead, students should find and work from original sources to inform their papers, and then cite those original sources in their work.

The instructor reserves the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

Instructor and students will have a chance to discuss the use of generative AI in class.

(This note on AI was developed using language from online resources).

VIII Course schedule

The weekly reading list is 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 7

Course Introduction and Organisation

- **What is development?**

Recommended Reading:

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)

Week 2

Jan 14

Development: Conceptions, History and Debates

Gilbert Rist, G. 2008. *The History of Development: From Western Origins to Global Faith* (London: Zed Books, Third Edition. *Introduction, and Chapter 1: Definitions of development.*

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 21

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

Jan 28

Development Approaches: Dependency and Neoliberalism

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

Laura Macdonald, 2017. "Neoliberal Governance in Latin America," in Christopher Wylde and Pia Riggirozzi, eds., *The Handbook of South American Governance*, Routledge, eds., 2017.

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 4

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.

Chandra Mohanty, 1991, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in C. Mohanty et al. (eds.) *Third World Women and the Politics of Feminism*, Ch. 2, pp. 51-80

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 11

The State and Development

Ha Joon Chang, 2003. "Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective." *Oxford Development Studies*, Vol. 31, No. 1, pp. 21-32

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

Feb 25

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 4

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 11

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 18

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 25

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 1

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 8

Course Report due

Political Science Course Outline Appendix

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:

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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

Academic consideration for medical or other

extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more

information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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](#).

Academic Accommodations for Students with

Disabilities: 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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its 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: <https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within three working days to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is September 30th, 2024. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is January 31, 2025. The last day for academic withdrawal from full fall and late fall courses is November 15, 2024. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is March 15, 2025.

WDN: For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: December 9-21, 2024. **Winter and Fall/Winter courses:** April 11-26, 2025 (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else’s published or unpublished material, 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 that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

RESOURCES (613-520-2600, phone ext.)	
Department of Political Science (2777)	B640
Loeb	
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4th floor
Library	
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory

