

Carleton University
Winter 2020 (Jan to Apr 2020)
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 4104 B: Development in the Global South

Department of Political Science
Thursdays 11:35am to 2:25pm
Please confirm location on Carleton Central

Instructor: Cristina Rojas
Dunton Tower 1502
Office hours: Thursday 2:25 to 4:00 or by appointment
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Cristina.rojas@carleton.ca

Objective:

This seminar seeks to familiarize students with two tendencies in the study of development. One approach tends to universalize a single model of development that travels from North to South, is promoted by experts and international organizations, and spreads in time and space from an advanced center to a belated periphery. The seminar will reflect critically on the effects of this design on specific groups of population and on alternatives models of development discarded as not feasible. The second tendency is driven by the double crisis of production and reproduction. Development proposals decenter and diversify agents and sites of development, and makes visible what universal designs declared “unthinkable”. The seminar pays special attention to proposals coming from indigenous, afro-descendent, women’s and peasant movements whose proposals put forward themes like the commons, conviviality, pluriversality and onto-epistemic relations between humans and earth-beings. Throughout this seminar the uses of the term Global South is not restricted to geography but emphasises those that are considered “outside” development.

Seminar Requirements

- **Attend all seminar meetings, being prepared to discuss the reading for that week.** *This is a reading-intensive seminar, and keeping up is an absolute requirement.* Always bring the texts and your notes on the text(s), to the meeting.
- **Response papers and seminar presentations:** Once during the semester, you will prepare a short seminar paper on the readings for that week. **Your paper should demonstrate familiarity with at least one of the texts from the 'suggested' reading list as well as the required texts for the week.** Please distribute copies of your paper to the seminar via email by 5pm on the Tuesday preceding the seminar meeting.

A Response paper in this context is a concise (~2,500 words) and well-written set of thoughtful reflections that demonstrates a rich understanding of the reading material. It is neither a

summary of readings nor a "book report" on the text. It may be focused narrowly on a particular theoretical point, a concept or it may be an exploratory paper that applies the theory to a subject that interests you. I will provide examples the first week of class.

The paper will be chosen in advance according to the class schedule. On the occasion of your scheduled paper, you will draw from your paper (and other background reading as necessary) to make a ~10 min. presentation to the class.

Questions: As part of the mark for participation, students are asked to formulate a thought-provoking question for two of the topics studied. You must send the question by email to the participants in the seminar on the Wednesday (before 5:00 PM) before the respective topic and be prepared to explain the relevance of the question.

Final essay:

At the end of the seminar, you will be required to write an essay of approximately 3500 words that must deal with some aspect of the debates or proposals examined in this course. I would encourage you to use the opportunity to begin to formulate the research question you hope to explore in your MA thesis or research essay. The essay is graded in two parts: the outline is due on February 13, is worth **10%** and the final paper is worth **40%** of your final grade. The final paper is due the last day of class, April 02, 2019

Assessment:

- Seminar paper 35% (30% written paper + 5% presentation)
- Participation 15% (general contribution to the seminar)
- Final paper 50% (outline 10%; final paper 40%)

Late Work:

Late work will not be accepted except in extraordinary circumstances (and must be cleared with the professor at least one week in advance).

**** There can be no rescheduling of presentations. Please plan accordingly. ****

Paper standards: Seminar papers should be typed, proofread, and written in a standard font. They should also be consistent in their use of a citation method. Proper in-text or footnoted citations of the texts are important, but a bibliography is not required, except when other sources beyond required and suggested texts are used.

Academic honesty: Please see the end of the course outline for the University's policies about plagiarism.

CLASS SCHEDULE

Class 1 January 9 The Fallacy of Development

- Rojas, Cristina. "Development: What's in a word?" *Canadian Journal of Development Studies* 22/3(2001): 571-596.
- Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World* (Princeton: Princeton University Press, 1995) Chapter 1, 3-20
- Dussel, Enrique. "Eurocentrism and Modernity," in Beverly, J. and J. Oviedo. *The Postmodernism Debate in Latin America*. Durham: Duke University Press (1993) 65-76

Class 2 January 16 Foundations of Development

- Mehta, Uday. "Liberal Strategies of Exclusion". In F. Cooper and A.L. Stoler (ed) *Tensions of Empire. Colonial Cultures in a Bourgeois World*. University of California Press (1997). 59-86
- Rojas, C. 1995. "The 'Will to Civilization' and its Encounter with Laissez-Faire." *Review of International Political Economy* 2 (1): 150-83.
- Murray Li, Tania. *The Will to Improve. Governmentality, Development and the Practice of Politics*, Durham: Duke University Press (2009), Chapter 6

Recommended Readings

- Seth, Sanjay. "Liberalism and the Politics of (multi)culture or Plurality is not Difference". *Postcolonial Studies*. 4:1 (2001) 65-77
- Chey, H. K. and E. Helleiner. 2017. Civilisational values and political economy beyond the West: the significance of Korean debates at the time of its economic opening. *Contemporary Politics*, 1-19.
- Laura Macdonald, 2017. "Neoliberal Governance in Latin America," in Christopher Wylde and Pia Riggirozzi, eds., *The Handbook of South American Governance*, Routledge, eds., 2017.
- Hickel, J. (2014) "The 'Girl Effect': Liberalism, Empowerment and the Contradictions of Development" *Third World Quarterly*, 35 (8): 1355-1373

Class 3 January 23 Modernity/Coloniality/Decoloniality

- Anibal Quijano, "Coloniality and Modernity/Rationality," *Cultural Studies*, 21, 2007, 2-3 and 168-178.
- Coulthard, Glenn S. 2007. Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada. *Contemporary Political Theory*, 6, 437-460

Recommended Readings

- Lugones, María. "Toward a Decolonial Feminism" *Hypatia*. 25:4, (2010) 742-759.
- Hall, S. (1996), *The West and the Rest: Discourse and Power*, in S. Hall et al., eds., *Modernity: An Introduction to Modern Societies*. Oxford: Blackwell, 184-227.

- Mitchell, T. 2000. *The Stage of Modernity. Questions of Modernity*. Minneapolis: Minnesota Press, 1-34.
- Koggel, Christine. (2018) "Epistemic Injustice in a Settler Nation: Canada's History of Erasing, Silencing, Marginalizing" *Journal of Global Ethics*, 14 (2): 240-251

Class 4 January 30 Development: the "Waiting Room of History"

- Chakrabarty. D. 2000. The Idea of Provincializing Europe. In *Provincializing Europe. Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000, 3-23.
- Hindess, B. "The Past is another Culture". *International Political Sociology* (2007) 1, 325–338

Recommended Readings

- Trouillot, Michel-Ralph. *Silencing the Past. Power and the Production of History*. Boston: Beacon Press, (1995) 1-30
- Juanita Elias and Shirin M. Rai, 2018. "Feminist everyday political economy: Space, time, and violence," *Review of International Studies*. doi:10.1017/S0260210518000323, published online August 2018

Class 5 February 6 Rule by Experts

- James Ferguson and Larry Lohman, "The Anti-Politics Machine: "Development" & Bureaucratic Power in Lesotho" *The Ecologist* 24/5(Sept/Oct 1994): 176 – 181
- Murray Li, Tania. *The Will to Improve. Governmentality, Development and the Practice of Politics*, Durham: Duke University Press (2009), Chapter 1

Recommended Readings

- Aparicio, Juan Ricardo and Mario Blaser. 2008. The "Lettered City" and the Insurrection of subjugated Knowledges in Latin America", *Anthropological Quarterly*, Volume 81, Number 1, 59-94.
- Seth, S. 2013 "Once Was Blind but Now Can See": Modernity and the Social Sciences", *International Political Sociology*. 7, 136–151

Class 6 February 13 Racialization and Feminization of Development

- Hernández Castillo, Rosalba Aída. Racialized Geographies and the "War on Drugs": Gender Violence, Militarization, and Criminalization of Indigenous Peoples. *The Journal of Latin American and Caribbean Anthropology*, 2019. pp. 1–18. DOI: 10.1111/jlca.12432
- Segato, Laura Rita. "A Manifesto in Four Themes". *Critical Times*, 1:1 (2018), 199-211
- Hesse, B. and J. Hooker 2017. Introduction: On Black Political Thought inside Global Black Protest. *South Atlantic Quarterly*. 116:3, 443-456.

Recommended Readings

- Patricia M. Martina and Nohora Carvajal. Feminicide as 'act' and 'process': a geography of gendered violence in Oaxaca. *Gender, Place and Culture*. 2015. DOI: 10.1080/0966369X.2015.1073693
- Shilliam, R. Black Liberation Theology and the Programme to Combat Racism, in *Black Pacific, Anti Colonial Struggles and Oceanic Connections*, London: Bloomsbury Publishing, 71-87
- Wynter, S. 2003. Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation – An Argument. *CR: The New Centennial Review*, Vol. 3, No. 3, pp. 257-337.
- Roberts Adrienne & Ghazal Mir Zulfqar (2019) The political economy of women's entrepreneurship initiatives in Pakistan: reflections on gender, class, and "development", *Review of International Political Economy*, 26:3, 410-435
- Icaza, R and R. Vazquez. 2016. The Coloniality of Gender as a Radical Critique of Developmentalism. In W. Harcourt (ed) *The Palgrave Handbook of Gender and Developmentalism*. Palgrave, 62-

February 20 No Class (Winter Break)

Class 7 February 27 Ecology of Knowledges

- Rojas, C. "International Political Economy/Development Otherwise", *Globalizations*, 4: 4 (2007), 573 — 587
- Henderson, James (Sa'ke'j) Youngblood . 2000. *Ayukpachi: Empowering Aboriginal Thought*. In Marie Battiste (ed), *Reclaiming Indigenous Voice and Visions*. Vancouver: University of British Columbia Press, 248-78.
- Santos, Boaventura de Sousa. 2006. The World Social Forum as Epistemology of the South. In *The Rise of the Global Left*. Zed Books, 13-34.

Recommended Readings

- Battiste, Marie. 2004. Animating Sites of Postcolonial Education: Indigenous Knowledge and the Humanities. Paper presented at the CSSE Plenary Address, University of Saskatchewan, Manitoba, MB.
- Icaza, Rosalba and Rolando Vázquez. 2013. Social Struggles as Epistemic Struggles. *Development and Change* 44:3, 683–704
- Walsh, Catherine. 2012. "Other" Knowledges, "Other" Critiques: Reflections on the Politics and Practices of Philosophy and Decoloniality in the "Other" America. *TRANSMODERNITY: Journal of Peripheral Cultural Production of the Luso-Hispanic World*, 1(3), 11-25.
- Cusicanqui, S.R. 2012. 'Ch'ixinakax utxiwa: a reflection on the practices and discourses of decolonisation.' *The South Atlantic Quarterly*, Vol. 111, Issue 1, Winter, Pp. 96-109.
- Verran, Helen. 2012. Engagement between Different Knowledge Traditions. Towards doing Difference Generatively and in Good Faith. In *Contested Ecologies: Dialogues in the South on Nature and Knowledge*, Leslie Green, ed, Cape Town: HSRC, 141-160.
- Santos, B. Beyond abyssal thinking. From global lines to ecologies of knowledges. *Eurozine*. www.eurozine.com, 1-33

Class 8 March 5 Unsettling Spaces of Development

- Tomiak, July. Unsettling Ottawa: Settler Colonialism, Indigenous Resistance and Politics of Scale. *Canadian Journal of Urban Research*. 25:1 (2016) 8-21
- Escobar, A. Thinking-feeling with the Earth: Territorial Struggles and the Ontological Dimension of the Epistemologies of the South. *Revista de Antropología Iberoamericana*, vol. 11, núm. 1, enero-abril, 2016, pp. 11-32
- Esme G. Murdock (2018) Storied with land: 'transitional justice' on Indigenous lands, *Journal of Global Ethics*, 14:2, 232-239,

Recommended Readings

- Simpson, Leanne. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation." *Decolonization: Indigeneity, Education & Society*. Vol. 3, No. 3, 2014, pp. 1-25.
- Tomiak, J.A. and D. Patrick. Indigeneity in Canada. A case study of urban Inuit. In M.C.Forte, *Indigenous Cosmopolitans. Transnational and Transcultural Indigeneity in the Twentieth first century*, New York: Peter Lang, 127-144
- Horn, P. Indigenous 'Rights to the City'. Lessons from a Comparison of two Latin American Cities, *N-Aerus* xvi, 1-16

Class 9 March 12 Indigenous Cosmopolitics

- Blaser, M. 2009. The Threat of the Yrmo: The Political Ontology of a Sustainable Hunting Program. *American Anthropologist*, Vol. 111, Issue 1, pp. 10–20
- De la Cadena, M. 2010. 'Indigenous cosmopolitics in the Andes: conceptual reflections beyond "politics"'. *Cultural Anthropology*, Vol. 25, No. 2, pp. 334-370.
- Todd, Zoe. "Fish pluralities: Human-animal relations and sites of engagement in Paulatuq, Arctic Canada." *Études/Inuit/Studies*, 2014, 38 (1-2): 217-238.

Recommended Readings

- De la Cadena, Marisol, 2015. *Ethnographic Cosmopolitics*. In *Earth Beings: Ecologies of Practice Across Andean Worlds*, Durham: Duke University Press
- Alfred, Taiaiaiki and J. Corntassel. 2005. Being Indigenous: Resurgences against Contemporary Colonialism. *Government and Opposition*. 40:4, 597-614.
- Blaser, Mario, Harvey A Feit and Glenn McRae. 2004. Indigenous Peoples and Development Processes: New Terrains of Struggle. In *In the way of development: indigenous peoples, life projects, and globalization*, Zed Books, 1-25

Week 10 March 19 Development and the Environment

- Svampa Maristella. *Development in Latin America. Towards a New Future*. Fernwood Publishing. (2019) Chapter 1 pp 4-19 and 3 pp 42-50
- Raman, K.R. 2017. Subaltern Modernity: Kerala, the Eastern Theatre of Resistance in the Global South. *Sociology*. Vol. 5:1, 91–110
- De la Bellacasa, M. P. (2012) "Nothing Comes without Its World': Thinking with Care', *The Sociological Review* 60.2: 197–216

Recommended Readings

- Cruikshank, J. 2005. 'Constructing life stories: glaciers as social spaces.' *Do Glaciers Listen? Local Knowledges, Colonial Encounters, and Social Imagination*. (Vancouver: University of British Columbia Press) Pp. 50-75.
- Ladner, K. 2003. Governing within an Ecological Context: Creating an AlterNative Understanding of Blackfoot Governance. *Studies in Political Economy*. 70 (spring), 125-152
- Cameron, E. (2012) 'Securing Indigenous Politics: A Critique of the Vulnerability and Adaptation Approach to the Human Dimensions of Climate Change in the Canadian Arctic', *Global Environmental Change* 22: 103–114
- Chakrabarty, D. (2009) 'The Climate of History: Four Theses', *Critical Inquiry* 35.2: 197–222
- Povinelli, Elizabeth. 1995. Do rocks listen? The cultural politics of apprehending Australian aboriginal labor. *American Anthropology*, 97:3, 505-18.

Week 11 March 26 Living Together in a Pluriversal World

- Federici, Silvia. *Re-enchanting the World. Feminism and the Politics of the Commons*. Oakland: PM Press (2019), 116-150
- Rojas, C. 2016. Contesting the Colonial Logics of the International: Toward a Relational Politics for the Pluriverse, *International Political Sociology*, 10, 369-382
- De la Cadena, M. 2019 An Invitation to Live Together, *Environmental Humanities*, 11:2 (2019) 477-484

Recommended Readings

- Law, J. (2015) 'What's Wrong with a One-World World?', *Distinktion: Journal of Social Theory* 16.1: 126–139
- Viveiros de Castro, Eduardo 2012. Economic Development and Cosmopolitical Involvement. In *Contested Ecologies: Dialogues in the South on Nature and Knowledge*, Leslie Green, ed, Cape Town: HSRC, 28-41.
- Stengers, Isabelle. 2005. A Cosmopolitical Proposal. In *Making Things Public: Atmospheres of Democracy*, edited by Bruno Latour and Peter Weibel, Cambridge, MA: MIT Press, 994-1003.
- Vazquez, R. 2012. 'Towards a Decolonial Critique of Modernity: Buen Vivir, Relationality and the Task of Listening. In, Raúl Fornet-Betancourt (ed.), *Capital, Poverty, Development*, Denktraditionen im Dialog: Studien zur Befreiung und interkulturalität, Vol 33, Wissenschaftsverlag Mainz: Aachen. pp 241-252.
- Radcliffe, S. 2012. 'Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador'. *Geoforum*. Vol. 43.pp. 240-249.

Week 12 April 2

Student's presentation of summary of final paper

Academic Accommodations

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 obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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: carleton.ca/sexual-violence-support

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 compete or perform 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

Plagiarism

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

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

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. 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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.