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


Class 2 January 16 Foundations of Development


Recommended Readings


Class 3 January 23 Modernity/Coloniality/Decoloniality


Recommended Readings


Class 4 January 30 Development: the “Waiting Room of History”

• Hindess, B. “The Past is another Culture”. International Political Sociology (2007) 1, 325–338

Recommended Readings


Class 5 February 6 Rule by Experts

• Murray Li, Tania. The Will to Improve. Governmentality, Development and the Practice of Politics, Durham: Duke University Press (2009), Chapter 1

Recommended Readings


Class 6 February 13 Racialization and Feminization of Development

• Segato, Laura Rita. “A Manifesto in Four Themes”. Critical Times, 1:1 (2018), 199-211

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
• 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**


**Recommended Readings**

• 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

- 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

Recommended Readings


Class 9 March 12 Indigenous Cosmopolitics


Recommended Readings


Week 10 March 19 Development and the Environment

Recommended Readings


Week 11 March 26 Living Together in a Pluriversal World


Recommended Readings


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 is 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:
<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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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
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<td>5</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
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<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
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<td>73-76</td>
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<td>53-56</td>
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<td>70-72</td>
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<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. 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/](https://www.facebook.com/CarletonPoliticalScienceSociety/) and our website [https://carletonpss.com/](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.