

Carleton University  
Department of Political Science  
Carleton.ca/polisci

Fall 2022

PSCI 4105 A Selected Issues in Development and the Global South  
Power, Corruption and Lies  
Wednesdays 6:05-8:55pm  
Location: confirm on Carleton Central

Professor: Peter Attack

Office: Home 724-2437 leave a message

Office Hours: In Person Wednesday 2-3:30 Loeb 645 By Phone Thursday Friday 2-4,

Email: [peteratack@cunet.carleton.ca](mailto:peteratack@cunet.carleton.ca) (please put PSCI4105 in subject line). Note please give me 48 hours for a reply, Monday to Friday.

Note that some of the sessions may get more readings, especially if students have a suggestion for one of the topics. I'll be updating readings as we go.

#### Welcome to the course

This is a seminar course designed to allow students to explore various issues about the Global South through extensive readings and participation in class discussions in a seminar setting. We will be examining what development means as well as how the idea of development has been used to justify international economic systems and models. Throughout the course we will be tracing the interplay between ideas and ideologies, economic arrangements and models and the institutions that support them. In other words we will be looking at how the current project of and system of corporate globalization was and is created and legitimated, as well as some specific issues that may point to the contradictions of the status quo. In other words we will be looking at some of the issues that will challenge us all into the future. As always we will be looking at who has benefited, who has paid and what kind of world this project has created.

As the term progresses further readings will be made available.

Course readings: available online through Ares.

#### **Course Requirements:**

**Participation:** Because this is a seminar format and not a lecture series, students must come prepared and attend all sessions. So read, attend and be prepared to participate in a thoughtful and learned manner. The course readings have been restricted in number to ensure everyone the ability to read and digest all sections. The more we all come prepared and are ready to participate in discussions the more we all learn. **Due every class: 20%.**

**Seminar Presentation:** Every student will be responsible for a presentation on one (or more) of the readings for one class. The presentation should include a powerpoint summary of the ideas and information contained in the article as well as four questions designed to provoke discussion on the topic. **Due once, on the week assigned: 20%.**

**Seminar reaction paper:** After presenting your seminar and listening to the ideas and comments of the discussion, students will write a short paper on their subject. Papers will integrate all the material for the week critically reflecting on the subject. **Due the second class after your presentation: 20%.**

**Take home exam:** Students will have the opportunity to reflect on the content of the course in a final take home exam. The choice of questions will be posted before reading week and students will have the exam period to write their papers. The intention is that students will be able to develop further ideas they selected for their seminar presentations. **Due the final day of exams December 22nd: 40%.**

### **Course Outline:**

#### **Week 1, Seminar 1, Wednesday September 7th: Introduction to the course: How did we get here?**

This will be a short introductory lecture to the themes, issues and ideas of the course. We will be organizing the seminars and presentations so look over the various topic headings and dates. Those who email me their selections may get first choice but a second choice should be included.

#### **Week 2, Seminar 2, Wednesday September 14th: A Post modern understanding of Development.**

This lecture will be an examination of the history of the idea of development so we can begin to understand development as a discourse around which different economic, political and social orders have been organized.

#### **Readings**

Gilbert Rist "Definitions of Development", "Metamorphoses of a Western Myth" *The History of Development: From Western Origins to Global Faith*, London & New York: Zed Books, 2002, Chapters 1-2 HD78 .R5713 2002

Hall, Stuart. "The West and the Rest: Discourse and Power". *Modernity - An Introduction to Modern Societies*, eds. Stuart Hall et al, Oxford: Blackwell, 1996, chapter 6, 201-227. [theshadeofbeauty.files.wordpress.com/2012/11/week-6-west-the-rest.pdf](http://theshadeofbeauty.files.wordpress.com/2012/11/week-6-west-the-rest.pdf) Also available from Carleton library reserve under book title and electronically in the Ares system)

Pieterse, Jan Nederveen (2001) Development Theory: Deconstructions/Reconstructions, SAGE Publications, London. Chpt. 1

#### **Week 3, Seminar 3, Wednesday September 21st: Neoliberalism**

Neoliberal economists argued that crises of hyperinflation and balance of payment were caused by too much government interference in the economy. The Washington consensus dictated a rollback in the size and role of the state. Who benefited, who paid?

Colclough, Christopher. "Structuralism versus Neo-Liberalism: An Introduction". *States or Markets? Neo-Liberalism and the Development Policy Debate*, eds. Christopher Colclough and James Manor, Oxford: Clarendon, 1991, 1-23. (Carleton library reserve under book title and electronically in the Ares system)

David Harvey, "A Brief History of Neoliberalism." (Oxford, Oxford University Press, 2005) Ch. 1

#### **Week 4 Seminar 4, Wednesday September 28th International Financial Institutions and Structural Adjustment Programs**

The IFI's led a transition towards the reduction of tariff barriers hence towards global free trade and globalization. How were the IFI's transformed to promote this new order? How did SAP's support this transformation?

Green, Duncan. "Poverty Brokers: The IMF and World Bank". *Silent Revolution: The Rise of Market Economics in Latin America*. (2<sup>nd</sup> edition) London: Cassell, 2003. ch.2.

Leslie Elliot Armijo and Philippe Faucher (2002), "'We have a consensus': Explaining political support for market reforms in Latin America," *Latin American Politics and Society*, vol. 44, no. 2, pp. 1-40.

David Harvey, "A Brief History of Neoliberalism." (Oxford, Oxford University Press, 2005) Ch. 4

#### **Week 5 Seminar 5, Wednesday October 5th Crises and Critics of Globalization: poverty, inequality and recurring crises**

We have all witnessed global integration based on Globalization and neo-liberalism. Periodic financial crises have challenged the model. Critics of globalization have also challenged globalization on fundamental issues of equality, security and poverty.

Ray Bush, *Poverty and Neoliberalism*. (London, Pluto Press, 2007) Ch 4 & 6. "'Land, Poverty and Politics.", "Securing Food and Famine."

Paul Cammack, "The G20 the crisis and the rise of Global Developmental liberalism." *Third World Quarterly* Vol. 32, No.1, 2012.

Graham Bird & Alister Milne. "Miracle to Meltdown: A Pathology of the East Asian Financial Crisis." *Third World Quarterly* Vol. 20, No.2, 2000, pp.421-438.

#### **Week 6 Seminar 6, Wednesday October 12th: NGO'S Aid and Dead Aid**

What is the role that NGO's and formal government aid play in legitimating the current system? Is aid helpful or a barrier to growth?

Dambiso Moyo, "Dead Aid.", (New York, Farrar, Straus and Giroux, 2009) Ch 1-4.

Rick Rowden., "Poverty Reduction is not development." Review of African Political Economy, Vol. 37, No. 126 Dec. 2010.

XThad Dunning, "Conditioning the Effects of Aids Cold War Politics, Debtor Credibility and Democracy in Africa." *International Organization*, Spring 2004, 409- 423

Final Exam question Posted

### **Week 7 Seminar 7 October 19th: Democracy**

Is this what democracy looks like? Are "low intensity" democracies able to deliver development and the rule of law?

A. Toledo, (2010). Latin america: Democracy with development. *Journal of Democracy*, 21(4), 5-11.

Ocampo, J., & Vallejo, J. (2012). Economic growth, equity and human development in latinamerica. *Journal of Human Development and Capabilities*, 13(1), 107-133.

Harry Shutt, *A New Democracy: Alternatives to a Bankrupt World Order* (London, Zed Books 2001), Ch 8.

### **Week 8 Reading week Oct 26<sup>th</sup>**

Contact prof via email and phone.

### **Week 9 Seminar 8, November 2nd Populism and Neo-populism**

Cammack, Paul. "The resurgence of populism in Latin America." *Bulletin of Latin American Research* Vol. 19 149-161.

Canovan, Margaret. "Populism for political theorists?" *Journal of Political Ideologies* 9, no.3, 241-252.

O'Donnell, Guillermo. "Delegative Democracy." *The Global Resurgence of Democracy*. (2<sup>nd</sup> edition) Baltimore: Johns Hopkins University Press, 1996. pp.94-108.

### **Week 10 Seminar 9, November 9th Bolivia: A new path to a new Democracy?**

In recent years Bolivia has offered a different path with resistance and rebellion and democracy from the base. Water wars and the rise of Evo Morales and attempts to found an inclusive state.

Moises Arce and Roberta Rice, "Societal Protest in Post Stabilization Bolivia." *Latin American Research Review*, Vol. 44 No.1, 2009.

Amy Kennemore and Gregory Weeks , "Twenty First Century Socialism? The elusive search for a Post Neoliberal Development model in Bolivia and Ecuador." *Bulletin of Latin American Research*, Vol. 30 No.3 July 2011.

Nancy Postero, "Morales's MAS government Building indigenous popular hegemony in Bolivia." *Latin American Perspectives* Vol. 37, No. 3, 2010.

**Week 11 Seminar 10, November 16th Drugs, Gangs and a Failed State?**

Adam David Morton, "The War on Drugs in Mexico: A failed State." *Third World Quarterly* Volume 33, No.9, 2012.

Paul Kenney and Monica Serrano, *Mexico's Security Failure*. New York, Routledge, 2012. Introduction Ch1&2.

**Week 12 Seminar 11, November 23rd:** Corruption, accommodation, state capture or barrier to development. What is the meaning behind mordida, dash or bribes?

Robinson, James A. 2006. "Economic Development and Democracy," *Annual Review of Political Science* 9: 503-527 □

Bates, Robert H., John H. Coatsworth, and Jeffrey G. Williamson. 2007. "Lost Decades: Post-independence Performance in Latin America and Africa." *The Journal of Economic History*.

Joseph Hanlon, "Do Donors promote Corruption? The case of Mozambique." *Third World Quarterly*, Vol. 25 no.4. 2004. P 747=763.

**Week 13 Seminar 12 November 30th: State Capture and Thieves of State**

Kleptocracies, mafias and other forms of state capture. When corruption overtakes the entire state and its purpose becomes redistribution to the connected.

Chayes, Sarah *Thieves of State* (W.W.Norton and Company, New York, 2015) Chpt 1, 5, 11 on Afghanistan.

Burgis, Tom *The Looting Machine* (Public Affairs, New York, 2015) Introduction, Chapter One on Mozambique.

**Week 14 Seminar 13 December 7th: Migration to the City**

Shantytowns, favelas, pueblo jovenes, arrival cities, townships and bustees. The world is moving to the city and now we have to build for it.

Andy Clarno, *Neoliberal Apartheid Palestine/Isreal and South Africa after1994*. Chicago, University of Chicago Press, 2017 Chapter1,2 and 4. Chapters 1 and 2 are on the situation in the township of Alexandria. Chapter 4 is on the rise of private security, neoliberal state. On the situation in South Africa.

Doug Saunders *Arrival City* While this is a journalist's account of the issues around the global transition to megapolis, he does provide interesting insights on the experience.

## **Take home exams due December 22<sup>nd</sup>**

### **Late Penalties and extensions:**

Extensions are given out at the discretion of the instructor for personal, family or health reasons. You may request extensions in writing (as well as in person) by emailing the instructor at [peteratack@cunet.carleton.ca](mailto:peteratack@cunet.carleton.ca). Extensions are only possible for your reaction papers since seminar dates cannot be changed, and the Take home exam deadline is set by the university. Otherwise papers will be penalized at the rate of 1 mark per day or ½ % point of the final mark, again only at the discretion of the instructor.

### **Copying or recycling previously submitted work:**

A large part of the learning process of any course comes from framing a research question, conducting research on your topic thinking through and constructing an argument and then writing and composing papers. Using work previously submitted in whole or in part for other courses cheats the student of this learning process.

**For this course and its assignments, using work already submitted for other courses is unacceptable, forbidden and subject to penalty if caught.**

However, there are some possible exceptions to this rule. For example, you may have tackled a topic in a previous year for a different level course. Now with the benefit of more learning, new ideas, theories and information you might want to re-examine the issue. Only if there is a new argument, new information and all new writing would it be acceptable to revisit an old subject. Please consult with the instructor for permission first if you want to revisit a topic.

Or you may be writing an honours research paper and want to explore a part of your broader question for this course's essay. Just ensure that you are taking the subject further and farther than you have gone elsewhere, and that you don't accidentally repeat yourself by just lightly editing part of your honours research paper.

The instructor for the course assesses whether recycling has taken place or not. If the instructor determines that you have copied a previously submitted paper, penalties can range from a zero to a failing grade on the assignment. However, the more severe academic penalties of failure for the course, suspension or expulsion cannot be assessed since this offense lies outside of the university's academic integrity policy.

## Appendix

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### **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](mailto: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](mailto: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](https://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](https://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.