

Carleton University  
Department of Political Science

Summer 2013

4105A

Selected problems in Third World Development  
Monday and Wednesday 18:05-20:55  
Please confirm location on Carleton Central

Instructor: Annette Isaac  
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Office Hours: Monday: 4.30-5.45  
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Phone: (613) 520-2600 ext. 1598 (no voicemail)

### **Course Description:**

This course examines selected development issues in the Third World (also referred to as the Emerging World, Developing World or Global South). The main goal is to encourage students to develop a critical understanding of the difficulties, problems, possibilities and surrounding debates about the processes of development through existing diverging perspectives. Emphasis will be placed on the **political** dimension behind development ideas, policy instruments, and the implementation processes and how the interplay of such politics contributes to the problems and prospects in Third World development.

### **Textbooks and readings**

There are no required text books for this course.

All **Required** readings (books and photocopies only) are on reserve at the MacOdrum Library **OR** through the library's on-line journal subscriptions. An Appendix of additional readings will be placed on **CU Learn**

**Please note** that because the field of Third World literature is fast changing, I will post on **CU Learn** as needed, updated readings or **current events** to make our deliberations more relevant.

### **CU Learn**

**All** course materials will be posted on **CU Learn** on our main page. This includes: course outline and appendices, assignments, updates and your presentation briefing notes. It is important to check our web site each week before class to keep up with notices and e-mails. Keep in mind that **CU Learn** is a new system so it is your responsibility to keep your connect account up to date to access it.

## Evaluation

Students will be evaluated on their class participation, seminar presentation, mid-term review paper, and final research paper. Marks will be assigned as follows:

Participation	20% (2% up to 10 classes)
Seminar Presentation	20%
Mid-term review paper	20% (Wed July 24 in class)
Research Paper	40% (Wed August 14 in class)

### Participation (attendance) 20%

Because this is a short course full attendance is necessary to get the maximum benefit and a good mark. A sign book will be circulated. To obtain the mark you must be in class, no exceptions. There is no makeup for this mark.

### Presentations

#### Seminar Presentation (20%)

In the first seminar (introduction), students will be asked to sign up for a topic(s) of their interest. Depending on enrollment, groups of two to three students will be responsible for one seminar topic. Full details of the structure of the seminar will be discussed in our first class.

This is a *seminar course and not a lecture*, which traditionally involves instruction from the Lecturer. The point of this seminar, therefore, is to provide a forum for students to discuss their thoughts and ideas. A good-quality contribution should reflect students' knowledge and critical understanding of the reading materials. Accordingly, it is mandatory to complete all required readings and give them careful thought before coming to class. If you do not keep up with the readings, you will not extract maximum value out of the seminar and it will be impossible to receive a good mark.

### 3. Mid-term critical review paper (20%) Wed July 24

A 6 page (**12 point font and double-spaced**) succinct critical review of issues from one week's readings between July 10 and 24 inclusive. The review must be submitted in class on **Wed July 24. Your review will be returned on Monday July 29.**

Further details will be discussed in the first seminar on July 3.

**There will be a penalty of 1% per day including the weekend up to Wednesday July 31. No papers will be accepted after this date except for illness and with a medical note from a physician or from the Registrar's office.**

**Final Research Paper (40%) Wednesday August 14.**

Students will write a longer research paper (**10-12 pages maximum, 12 point font and double-spaced**) This assignment will be graded on relevance to course themes, the quality of research and analysis, coherence and originality of argument, clarity of writing (**don't trust the spellchecker!**), and good organization of the paper, including **a minimum of 8 references**. The research paper is due in class on **Wednesday August 14**. Further details will be discussed in the first seminar on July 3.

**Late Assignment Penalty: Submission of final paper:**

The final paper is to be submitted, in class, on **Wednesday August 14**, the last day of our seminar. I strongly encourage you to submit papers early, but **not before Wednesday July 31**. **Please note there is no deferral for the final paper, except for illness and with a medical note from a physician or from the Registrar's office.**

Please do not slide assignments under my office door but use the Departmental Drop Box if you are unable to hand in your assignment during class. **Please note that assignments sent via e-mail or fax will not be accepted. The departmental drop box cut off time is 4pm. Any papers submitted after 4pm will be date stamped for the following weekday.**

**Submission of grades**

Your final grade will be entered through **E. grades**.

*Please note that once marks are entered through **E grades**, any requests for deferrals or appeals must be handled through your Department or the Registrar's office. This can be a time consuming process and so it is imperative that you submit within the deadlines identified by the university and myself.*

**Final Grading:** While the calculation of the final marks is based on the criteria shown under '**Evaluation**' the following equivalents apply to all final grades at Carleton"

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = 0-49
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A- = 80-84	B- = 70-72	C- = 60-62	D- = 50-52	

## **COURSE OUTLINE AND READINGS:**

### **Seminar 1 (July 3) Introduction**

General introduction, discussion of seminar objectives and outline, administrative matters and assignment of seminar topics.

### **Seminar 2 (July 8) Full class discussion on following current issues and brief summary of presentation topics.**

BRIC, BRICS or BRICSI? The Growing Challenge

<http://rendezvous.blogs.nytimes.com/2013/03/28/first-bric-then-brics-now-bricsi-the-world-financial-orders-challenge/>

Why China is trying to colonise Africa

<http://www.telegraph.co.uk/comment/personal-view/3642345/Why-China-is-trying-to-colonise-Africa.html>

CIDA's sudden demise shifts control to PMO.

<http://www.theglobeandmail.com/news/politics/cidas-sudden-demise-shifts-control-to-pmo/article10148680/>

Human Development report 2013. <http://hdr.undp.org/en/>

*Browse the Table of Contents and compare topics with at least one issue in the past decade.*

### **Seminar 3. (July 10) Debt and Development. Group/ Individual presentations start.**

Gunther, Bernard G .Achieving the MDGs and Ensuring Debt Sustainability. *Third World Quarterly*. Vol 32, No. 1. 2011, pp.45-63. **(On line Journal)**

Cammack, Paul. The G20, the Crisis and the Rise of Global Development. *Third World Quarterly*. Vol 32, No. 1. 2012, pp.1-16 **(on line Journal)**

Buckman, Greg (2004). *Globalization: Tame It or Scrap It?* Chapters 5 and 6. Rich Versus Poor in the Global Economy, and Rich Country Double Standard. (pages 68-103) **Reserve. HF1418.5 .B83 2004**

Fisher, William and Ponniah, Thomas Eds. (2003). *Another World is Possible*. Introduction, and the Production of Wealth and Social Reproduction (pp.1-37). Fernwood Publishing, Winnipeg. **(On line)**.

#### **Seminar 4. (July15): Poverty**

Mkandawire, Thandkia. How the New Poverty Agenda Neglected Social and Employment Policies in Africa. *Journal of Human Development and Capabilities*. Vol. 11, Issues 1, 2010. **(On line journal)**

Robert Chambers, "Participation and poverty"; Giovanna Proacacci, "Genealogies of poverty" and Marco Zupi, "The multi-dimensions of poverty". *Development*. Vol 50, No 2. June 2007. **(On line journal)**

Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Penguin Books, London, 2005, **Chapter 14. Reserve HC59.72.P6 S225 2005.**

Martin Ravallion, "The Debate on Globalization, Poverty, and Inequality: Why Measurement Matters", *International Affairs*, Vol. 79, No. 4, 2003, pp. 739-753. **(On line journal)**

Amartya Sen, *Development as Freedom*, Anchor Books, New York, 2000, Chapter 4. **Reserve HD75 .S455 2000**

#### **Supplementary**

Millennium Development Goals. Poverty

<http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/overview.html>

#### **Seminar 5 (July17) Education and Health**

Joseph Zanja. Nation-building, Identity and Citizenship Education: Introduction. **In Zanja et al (Eds) Nation-building, Identity and Citizenship Education**. Springer Science and Business Media B.V. 2009. **(Online book)**

Patricia K. Kobow. Democracy, Identity and Citizenship Education in South Africa: Defining a Nation in a Postcolonial and Global Era. **In Zanja et al (Eds) Nation-building, Identity and Citizenship Education**. Springer Science and Business Media B.V. 2009. **(Online book)**

Amartya Sen, *Development as Freedom*, Anchor Books, 2002, **Chapter 9. Reserve HD75 .S455 2000**

Kenneth King. Knowledge Management and the Global Agenda. In Peter Utting (Ed.), *Reclaiming Development Agendas*. Palgrave MacMillan. London. 2006. **Chapter 5. Reserve HN28 .R397 2006.**

Fantu Cheru, "Debt, Adjustment, and the Politics of Effective Response to HIV/AIDS in Africa," *Third World Quarterly*, Vol. 23, No. 2, 2002, pp. 299-312. **(On line journal)**

Mark Heywood, "Drug Access, Patents and Global Health: 'Chaffed and Waxed Sufficient'", *Third World Quarterly*, Vol. 23, No. 2, 2002, pp. 217-231. **(On line journal)**

### **Supplementary**

Millennium Development Goals. HIV/AIDS

<http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/overview.html>

### **Seminar 6 (July22): Environment and Development. Many views.**

Loris, A.R. Antonio. The Political Nexus between Water and Economics in Brazil: A Critique of Recent Policy Reforms. *Review of Radical Political Economics*, 2010, 42 (2):231-250 **(On line journal)**

Dauvergne, Peter and Neville, Kate J. The Changing North-South and South-South Political Economy of Biofuels. *Third World Quarterly* (September 2009), 30 (6), pg 1087-1102. **(On line journal)**

W.M. Adams, "Green Development Theory? Environmentalism and Sustainable Development", in Jonathan Crush (ed.), *Power of Development*, Routledge, London, 1995, **Chapter 4. (Ebooks. Try the shorter "My Library" version)**

Philip Woodhouse, "Development Policies and Environmental Agendas", in Uma Kothari and Martin Minogue (eds.), *Development Theory and Practice: Critical Perspectives*, Palgrave, New York, 2004. **Chapter 8. Reserve. HD75 .D498 2002**

Human Development Report 2007/2008. The 21<sup>st</sup> Century Climate Challenges. **Chapter 1. (Online)**

### **Supplementary**

Millennium Development Goals. Protecting the Environment

<http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/overview.html>

### **Seminar 7 (July 24) Gender and Development.**

Wilson, Kaipana. Race, Gender and Neoliberalism: Changing Visual Representation in Development. *Third World Quarterly*. (March 2011), 32 (2), pg. 315-331 **(On line journal)**

Dogra, Nandita. The Mixed Metaphor of 'Third World Woman': gendered representations by International Development NGOs. *Third World Quarterly*. (March 2011), 32 (2), pg. pg. 333-348 **(On line journal)**

Uma Kothari, "Feminist and Postcolonial Challenges to Development", in Uma Kothari and Martin Minogue) Eds). *Development Theory and Practice. Critical Perspectives*. Houndmills. Palgrave 2002. **Reserve. HD 75.D498 2002**

Maria Mies. The myth of catching-up development. In Maria Mies and Vandana Shiva (Eds/) *Ecofeminism*. London. Zed Books. 1993, pg 55-69. **Reserve. HQ1233.M53**

### **Supplementary**

Millennium Development Goals. Empowering women  
<http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/overview.html>

### **Seminar 8 (July 29): Indigenous knowledge and Participation**

Cheru, Fantu. (2012). African Scholars and Western Africanists: A World Apart. *Journal of Contemporary African Studies*, 30:2, 193-194 **(On line Journal. Short note for full class discussion)**

Akpan, Wilson. Local Knowledge, 'Global' Knowledge, 'Development' Knowledge: Finding a new Balance in the Knowledge Power play. *South African Review of Sociology*, vol 42, No 3, 2011. **(Online journal)**

Pia Riggirozzi. *Advancing Governance in the South*. Palgrave MacMillan. 2009. **Chapter 8. Promoting Governance in Developing Countries: The Need for a New Compromise. Reserve HG 3881 R47 2009**

John Briggs and Joanne Sharp, "Indigenous Knowledges and Development: a Post- Colonial Caution", *Third World Quarterly*, Vol. 25, No. 4, 2004, pp. 661-676. **(Online journal)**

Rosemary McGee, "Participating in Development", in Uma Kothari and Martin Minogue (Eds.) *Development Theory and Practice: Critical Perspectives*, Houndmills. Palgrave 2002. **Reserve. HD 75.D498 2002**

Human Development Report 2004. **Chapter 5.** Cultural liberty in today's diverse world. **(On line)**

### **.Seminar 9 (July 31) Foreign Aid**

Dambisa Moyo (2009). *Dead Aid. Parts 1 and 2, chapters 1 – 7.* New York: Farrar, Straus and Giroux, 2009. **Reserve HC800 .M69 2009.**

Clemens Six. The Rise of Postcolonial States as Donors: a challenge to the development paradigm? *Third World Quarterly*. Vol 30, no 6. 2009. **1103-1121(Online journal)**

Bernard Wood. (2007) Managing Canada's Growing Development Cooperation: Out of the labyrinth. In Jennifer Welsh and Ngaire Woods (Eds.) *Exporting Good Governance. Temptations and Challenges in Canada's Aid Program*. Wilfred Laurier University Press. Canada. **Reserve. HC 60 E98 2007**

Oliver Morrissey. British Aid policy in the 'Short –Blair' Years. In Paul Hoebink and Olav Stokke (Eds.) *Perspectives on European Development Co-operation*. Routledge. New York. 2005. **Chapter 4. Reserve. HC 60 P3929 2005**

Thad Dunning, "Conditioning the Effects of Aids: Cold War Politics, Donor Credibility, and Democracy in Africa," *International Organization*, Spring, 2004, pp. 409-423. **(Online journal)**

**Monday August 5. Ontario Provincial Holiday. NO CLASS**

### **Seminar 10 (August 7) International Financial Institutions**

Hout, Will. The Anti-Politics of Development: Donor Agencies and the Political Economy of Governance. *Third World Quarterly*. Vol 33, Issue 3, 2012. **(Online journal)**

Ngaire Woods. Making the IMF and the World Bank More Accountable. In Ariel Buiara (Ed.) *Reforming the Governance of the IIMF and the World Bank*. Anthem Press. London. 2005. **Chapter 6. HG38881.5 I58 R44 2005. Reserve**



JohnToye and Richard Toye. The World Bank as Knowledge Agency. In Peter Utting (Ed.), *Reclaiming Development Agendas*. Palgrave MacMillan. London. 2006. **Chapter 4. HN28 .R397 2006 Reserve**

Edward Brau and Ian Macdonald. (Eds) *Successes of the International Monetary Fund*. Palgrave MacMillan, 2009. **Read Introduction:** Brua and McDonald. **Chapter 5.** Tanzania: Reform and Progress 1995-2007, and **Chapter 6** Brazil: Anchoring Policy Credibility in the Midst of Financial Crisis. **HG3881.5.I58 S855 2009 Reserve**

Robert Wade, "The Showdown at the World Bank", *New Left Review*, Volume 7, January-February 2001, **pp. 124-137. (Online journal)**

### **Seminar 11 (August 12) Political Reforms**

Peter Kagwanja and Roger Southall. Introduction: Kenya – a democracy in retreat? *Journal of Contemporary African Studies*. Vol 27, No 3. July 2009, 259-277

Robert Muggah. The Perils of Changing Donor Priorities in Small States. In Jennifer Welsh and Ngaire Woods (Eds.) *Exporting Good Governance. Temptations and Challenges in Canada's Aid Program*. Wilfred Laurier University Press. Canada. 2007. **Chapter 8 HC 60 E98 2007. Reserve**

Hooker, Juliet. Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural citizenship in Latin America. *Journal Latin American Studies*. 2005. Vol 37, Issue 2. **(Online journal)**

Thomas Carothers, *Critical Mission: Essays on Democracy Promotion*, Carnegie Endowment for International Peace, Washington, D.C., 2004, chapter 5.

Arthur A. Goldsmith, "Donors, Dictators, and Democrats in Africa," *Journal of Modern African Studies*, Vol. 39, No. 3, 2001, pp. 411-436.

### **Seminar 12 (August 14) Development Alternatives or Alternatives to Development? LAST CLASS. FINAL PAPER DUE IN CLASS**

Cheru, Fantu. (2012). African Scholars and Western Africanists: A World Apart. *Journal of Contemporary African Studies*, 30:2, 193-194

UNDP (2005), *Investing in Development: a Practical Plan to Achieve the Millennium Development Goals*. Earthcan: London. [Download at:<http://www.unmillenniumproject.org/reports/index.htm>].

Antrobus, P. (2004). Chapter 9. Leadership for moving forward . *The global women's movement* .

Alloo, F., Antrobus, P., Berg, R.J. et al (2007). Reflections on 50 years of development. *Development* 50 (S1) 4-32.

Margaret Levi and April Linton, "Fair Trade: A Cup at a Time?," *Politics and Society*, Vol. 31, No. 3, September 2003, pp. 407-432.

Paul Nelson and Ellen Dorsey, "At the Nexus of Human Rights and Development: New Methods and Strategies of Global NGOs," *World Development*, Vol. 31, No. 12, 2003, pp. 2013-2026.

Arturo Escobar, "Imagining a Post-Development Era", in Jonathan Crush (ed.), *Power of Development*, Routledge, London, 1995.

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### **Academic Accommodations**

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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** 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*). 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*).

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*.

Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor 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. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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

**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

**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.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**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. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.

