This seminar examines theories and issues of development in the global South. The first unit provides a historical overview of the development of development theory. The emphasis here will be upon comparing and contrasting the epistemological foundations, paradigmatic assumptions, and theoretical propositions of the various schools of development theory. The second unit examines some selected issues of contemporary theoretical and practical concern in development theory. Here we will ask how useful development theory is as a guide to thought and action in the South.


**Evaluation:**
Marks will be assigned as follows:
- Class participation: 15%
- Seminar presentation: 10%
- 2 Critical reviews 2 X 10%: 20%
- Final Essay: 55%

**Description:**

**Participation (15%):**
Students are expected to prepare the readings beforehand and to participate actively in class discussions. Class participation will be graded. Participation grades will be based on the quality, not quantity, of oral contributions. A good contribution is one that advances the classroom discussion in some way. Possible ways of advancing the discussion include: providing (where appropriate) a brief précis of a reading, advancing a cogent critique of all or part of a reading, making a connection between the readings, advancing an argument pertaining to the
week’s readings, critiquing arguments advanced by other seminar participants, bringing forward relevant data, asking a pertinent question. The following are examples of interventions that do not advance the classroom discussion: long-winded comments of all types, inaccurate précis, arguments and/or data irrelevant to the readings, *ad hominem* attacks on other seminar participants.

**Seminar Presentation of Required Reading: 10%**

During each class one or two students will lead a portion of the seminar discussion. The class presentation should be no longer than 15 to 20 minutes. It should not offer a summary of the week’s reading. It is expected that *all* members of the class will have read *all* the readings. Each presenter will offer an analysis of the readings by examining them in terms of the arguments advanced and the authors’ persuasiveness (see suggestions for critical reviews). An effort should be made to draw out common themes and where possible link the readings to broader course themes and topics. In addition to the formal oral presentation students will prepare two discussion questions in advance of the class. These questions must be circulated one week in advance of the presentation date. Presenters are required to submit a 3 page written summary of their presentation (double spaced). The summary is due the same day as the presentation.

**Critical Reviews: (2 x 10%)**

Students will be required to write two critical reviews of five pages each. Each review will be based on two readings from one thematic area. Written reviews are due on the same day as the topic covered. Your reviews may include the following points:

- identify the authors’ thesis
- outline how that argument is being made – for example, what evidence does the author bring to support his or her thesis? Is he or she refuting another argument? Is the author drawing on case studies? If the argument is mainly theoretical, how are they defining their concepts? How do the two articles differ in their approach/assumptions/methods?
- respond to the argument. This may be in the form of a critique of the argument, i.e. in what ways is the argument inconsistent? What evidence does it overlook? In what ways are its assumptions invalid? What alternative interpretations of the evidence could be advanced?
- relate the readings to the other readings for the week. How is the argument, theory, or methods used by the author similar to, or different from, the other readings? Are there any insights which are unique to these article or chapters?

**Critical Review #1**
Based on two assigned readings from weeks 3 to 6.

**Critical Review #2**
Based on two assigned readings from weeks 7-11.
Note: You cannot write a critical review on the same topic as your in-class presentation.

Research Paper:

Students are expected to write a major research essay on a topic related to the themes of the course. The essay should be approximately 15-20 pages in length. Topics must be cleared with the instructor no later than February 8th, but we should begin discussing your topic well before then. Your essay could deal exclusively with theoretical issues, or you may choose to apply a theory to a specific country or countries (or possibly to an international organization dealing with development issues). In any case your essay should directly engage some of the theoretical issues discussed in this class. Essays are due on April 10th before 12 pm (to be submitted on CULearn). Any essay received after the due date will be considered late. A late penalty of one third of one grade (e.g. from A+ to A) will be assigned for each 24 hour period or a part thereof that the essay is late. The maximum late penalty is two whole grades (e.g. from A+ to C+).

Course Outline:

Week 1 – January 11th - Introduction: What is Development?


Amartya Sen, Development as Freedom (New York: Anchor Books, 1999). (Focus on Introduction, Chapters 1, 5 and 11)


Also compare tables for Human Development Index for 1990 and 2014:


More on Data:

Hans Rosling, TED Talk on the Best Stats You’ve Ever Seen, February 2006. (we will watch this in class) [https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen](https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen)

Week 2 – January 18th - Classical Growth and Modernization Theories


A. Gerschenkron, 1963. “The Early Phases of Industrialization in Russia: Afterthoughts and


**Sign Up for In Class Presentations**

**Week 3 – January 25th - Challenges to Modernization: Structuralist, Marxist and Dependency Theories**


F. Cardoso, and E. Faletto, Dependency and Development in Latin America, 1979, Preface and Ch. 1 & 2, pp. vii-xxv and 1-28.


**Week 4 – February 1st - Neo-Liberalism and the Washington Consensus**


Week 5 – February 8th - Gender and Development

Guest Speaker: Jane Parpart, Adjunct professor, Carleton University


Week 6 – February 15th - Post-Modern and Post-Colonial Approaches to Development


Winter Reading Week February 20th to 24th - No Classes

UNIT 2 – ISSUES IN DEVELOPMENT THEORY AND PRACTICE

Week 7 – March 1st - The State as Solution: Institutions and Industrial Policy


**Week 8 – March 8th - Welfare States and Development**


**Week 9 – March 15th - Democracy, Human Rights and Development**


**Week 10 – March 22nd - Global Governance and Development Policy**


**Week 11 – March 29th - Development Cooperation**

**Guest Speaker: Megan Pickup, PhD Candidate, Political Science, Carleton**


**Week 12 – April 5th Recent Trends and Debates**


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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 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).

**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.

<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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<tr>
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<td>12</td>
<td>67-69</td>
<td>C+</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
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<tr>
<td>80-84</td>
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<td>10</td>
<td>60-62</td>
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<td>9</td>
<td>57-59</td>
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<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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</tbody>
</table>

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.
**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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit [https://www.facebook.com/groups/politicalsciencesociety/](https://www.facebook.com/groups/politicalsciencesociety/) 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.