

**PSCI 5202W**  
**Development Theories and Issues**  
**Seminars: Friday 11:35 - 2:25**  
**Please confirm location on Carleton Central**

**Instructor:** Laura Macdonald  
**Office:** Loeb C669  
**Office Hours:** Fridays 2:30 to 4:00 pm (or by appointment)  
**Phone:** 520-2600 x 2771  
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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.

The course takes a political economy perspective (broadly defined). If you feel insecure in the area of economic theory I highly recommend this accessible book as background reading: Ha-Joon Chang, 2014. *Economics: The User's Guide*, London: Bloomsbury Press.

**Evaluation:**

Marks will be assigned as follows:

Class participation	15%
Seminar presentation:	10%
2 Critical reviews (2 X 10%)	20%
Research essay outline	5%
Final Essay (Due April 12)	50%

**Description:**

**Participation (15%):**

Attendance is mandatory. Attendance will be recorded and marked as 1/3 of your participation grade (i.e. 10% of 30%). Marks will be deducted if you consistently arrive late or consistently you are not fully present in the classroom (i.e. distracted by phone, media, etc.). Please let me know in advance (in person or by email) if you will be missing a class for urgent and justifiable reasons.

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 Readings: 10%**

During each class one or two students will lead a portion of the seminar discussion. The class presentation should be no longer than 20 minutes. It should *not* simply 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. The written summary will not be evaluated separately from the presentation.

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

Students will be required to write two critical reviews of 5-6 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 7-12.

Note: You cannot write a critical review on the same topic as your in-class presentation.

### **Research Paper Proposal:**

You will write a proposal (around 3-4 pages double spaced) on the topic of your final essay. The proposal should contain:

- a research question;
- short statement on why this is an interesting and important topic;
- a tentative hypothesis or argument;
- statement on your theoretical approach;
- annotated bibliography - with a paragraph for each source which summarizes the content of the article and indicates how it will be useful for your final paper. You must include a minimum of 6 academic sources.

### **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 **April 12<sup>th</sup>**, 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 by 11:55 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 11 - Introduction: What is Development?**

Gilbert Rist, G. 2008. *The History of Development: From Western Origins to Global Faith* (London: Zed Books, Third Edition. Chapter 1: Definitions of development.

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

Arturo Escobar, 1995. *Encountering Development*. Princeton: Princeton University Press. Ch. 1

Also compare tables for Human Development Index for 1990 and 2016:

1990 can be found here: <http://hdr.undp.org/en/reports/global/hdr1990>

2016 can be found here:

[http://hdr.undp.org/sites/default/files/2016\\_human\\_development\\_report.pdf](http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf)

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 18 - Classical Growth and Modernization Theories**

Walt Whitman Rostow, 1963. *The Stages of Economic Growth. A Non-Communist Manifesto*. Read 1. Introduction and 2. The five stages-of-growth - a summary. (pp. 1-17)

A. Gershenkron, 1963. "The Early Phases of Industrialization in Russia: Afterthoughts and Counterthoughts" in W.W. Rostow, ed., *The economics of take-off into sustained growth : proceedings of a conference held by the International Economic Association*, London: Macmillan, pp. 151-169.

Samuel Huntington, 1971. "The change to change: Modernization, development and politics". *Comparative Politics*, 3.

Colin Leys, "Samuel Huntington and the End of Classical Modernization Theory," Chapter 3 in in C. Leys, *The Rise & Fall of Development Theory* (Oxford: James Currey, 1996), pp. 64-79.

### ***Sign Up for In Class Presentations***

### **Week 3 – January 25 - Gender and Development**

**Guest Speaker: Jane Parpart and Timothy Shaw, Adjunct professors, Carleton University**

Jane Parpart and Marianne Marchand, "Exploding the Canon: An Introduction/Conclusion" in Marianne H. Marchand and Jane L. Parpart, *Feminism/ postmodernism/ development* (New York : Routledge, 2003)

Jane Parpart, "Exploring the Transformative Capacity of Gender Mainstreaming in International Development Institutions", *Journal of International Development*, 26:3, 2014, pp. 382-395.

D. Elson and R. Pearson, "'Nimble Fingers Make Cheap Workers': An Analysis of Women's Employment in Third World Export Manufacturing" *Feminist Review* 7 (Spring 1981), pp. 87-107.

A. Cornwall, and A.M. Rivas. 2015. "From Gender Equality and Women's Empowerment to Gender Justice: Reclaiming a Transformative Agenda for Gender and Development." *Third World Quarterly*, Vol. 36 no. 2, 396-415.

#### **Week 4 – February 1 - Challenges to Modernization: Structuralist, Marxist and Dependency Theories**

Fabrício Missio, Frederico G. Jayme Jr. and José Luís Oreiro, "The Structuralist Tradition in Economics: Methodological and Macroeconomics aspects, *Revista de Economia Política*, vol 35, no 2 (139), pp 247-266, abril-junho/2015, available at:  
<http://www.scielo.br/pdf/rep/v35n2/0101-3157-rep-35-02-00247.pdf>

André Gunder Frank, 1966. "The Development of Underdevelopment," *Monthly Review*, vol. 14, issue 4.

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

Lee Wengref, "How Europe Underdeveloped Africa: The Legacy of Walter Rodney,"  
<http://roape.net/2017/06/16/europe-underdeveloped-africa-legacy-walter-rodney/>.

#### **Week 5 – February 8 - Neo-Liberalism and the Washington Consensus**

John Williamson, 2004. "A Short History of the Washington Consensus" Working Paper, Available from: <http://www.iie.com/publications/papers/williamson0904-2.pdf>

Deepak Lal, 1985. *The Poverty of "Development Economics*, Boston: Harvard University Press, 1985. Introduction and Chapter 1. pp. 35-55. Available at:  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=681161](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=681161)

Laura Macdonald, 2017. "Neoliberal Governance in Latin America," in Christopher Wylde and Pia Riggirozzi, eds., *The Handbook of South American Governance*, Routledge, eds., 2017.

Charles Gore, 2000. "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries," *World Development*, Vol. 28, No. 5, pp. 789±804.

### **Week 6 – FEBRUARY 15 - Post-Modern and Post-Colonial Approaches to Development**

Arturo Escobar. 1995. *Encountering Development*. Ch. 2 & 6, pp. 21-54 & 212-226.

Tania Murray Li. 2007. *The Will to Improve: Governmentality, Development and the Practice of Politics*. Durham, NC: Duke University Press. Ch. 1

Chandra Mohanty, 1991, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in C. Mohanty et al. (eds.) *Third World Women and the Politics of Feminism*, Ch. 2, pp. 51-80.

Sarah A. Radcliffe, "Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador," *Geoforum* 43, 2012, pp. 240–249, accessible at: [http://www.cedla.uva.nl/30\\_courses/pdf/Development\\_for\\_a\\_postneoliberal\\_era.pdf](http://www.cedla.uva.nl/30_courses/pdf/Development_for_a_postneoliberal_era.pdf)

### **WINTER BREAK – February 22 - NO CLASS**

### **UNIT 2 – ISSUES IN DEVELOPMENT THEORY AND PRACTICE**

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

Alice Amsden, 1997. "Bringing Production Back in - Understanding Government's Economic Role in Late Industrialization," *World Development*, Vol. 25, No. 4, pp. 469-480.

Peter Evans, 1992. "The State as Problem and Solution: Predation, Embedded Autonomy, and Structural Change," In S. Haggard, and R. Kaufman, (eds.) *Politics of Economic Adjustment*. Princeton University Press. pp. 139-181.

Ha Joon Chang, 2003. "Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective." *Oxford Development Studies*, Vol. 31, No. 1, pp. 21-32.

Cristóbal Kay. 2002. "Why East Asia Overtook Latin America: Agrarian Reform, Industrialization, and Development," *Third World Quarterly*, Vol. 23, No. 6, pp. 1073-1102.

Jin Zeng and Yuanyuan Fang, 2014. "Between poverty and prosperity: China's dependent development and the 'middle-income trap'," *Third World Quarterly* 35 (6), 1014-1031.

#### **Week 8 – March 8 – Global Governance and Development Policy**

Eric Helleiner. 2014. *Forgotten Foundations of Bretton Woods: International Development and the Making of the Postwar Order*, Ithaca: Cornell University Press, pp. 1-28.

Alfredo Saad-Filho. 2010, "Growth, Poverty and Inequality: From Washington Consensus to Inclusive Growth", DESA Working Paper No. 100.

Kate Bedford. 2009. *Developing Partnerships: Gender, Sexuality and the Reformed World Bank*. Minneapolis: University of Minnesota Press, Introduction and Chapter 1, pp. xi to 34

Robert Wade. 2003. "What Strategies are Viable for Developing Countries Today? The WTO and the Shrinking of Development Space," *Review of International Political Economy*, Vol 10 No 4, pp. 621-44.

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

Seymour Martin Lipset, "Some Social Requisites of Democracy," *American Political Science Review*, 53(1), 1959, pp. 69-105.

Guillermo O'Donnell and Phillippe C. Schmitter, "Tentative Conclusions about Uncertain Democracies," in G. O'Donnell et al. (eds.), *Transitions from Authoritarian Rule: Prospects for Democracy*, 1986, Part IV, pp. 3-72.

Doh Chull Shin, "On the Third Wave of Democratization: A Synthesis and Evaluation of Recent Theory and Research," *World Politics*, 47(1), October 1994, pp. 135-170.

Alison Ayers, "Demystifying Democratization: The Global Constitution of (Neo) Liberal Politics in Africa," *Third World Quarterly*, 27(2), 2006, pp. 321-338.

### **Week 10 – March 22 - Civil Society and NGOs: Participation, Empowerment and Imperialism**

Issa G Shivji, "The Silences in the NGO Discourse: The Role and Future of NGOs in Africa" *African Development* Vol. 31, no.4 (2006): 22-51.

Juanita Elias, 2015, "Civil Society and the Gender Politics of Economic Competitiveness in Malaysia," *Globalizations*, 12:3, 347-364,

Andrea Cornwall and Karen Brock, What Do Buzzwords do for Development Policy? A Critical Look at 'Participation', 'Empowerment' and 'Poverty Reduction,' *Third World Quarterly*, Vol. 26, 1043-1060.

Palash Kamruzzaman, "Civil Society or 'comprador Class', Participation or Parroting?" *Progress in Development Studies*, Vol. 13, 2013, 31-49.

### **Week 11 – NO CLASS – Instructor at Conference (this class will be substituted by the guest lecture by Shirin Rai on April 3)**

### **Week 12 – March 29 - Development Cooperation**

Jeffrey Sachs, 2014. "The Case for Aid" in *Foreign Policy*, January 21, accessible at: <http://foreignpolicy.com/2014/01/21/the-case-for-aid/>

Stephen Brown, 2010. "Aid Effectiveness and the Framing of New Canadian Aid Initiatives," in Stephen Brown, ed., *Struggling for Effectiveness: CIDA and Canadian Foreign Aid*, Montreal and Kingston, McGill-Queen's University Press, 79-107.

Fahimul Quadir, 2013. "Rising donors and the new narrative of 'south-south' cooperation: what prospects for changing the landscape of development assistance programmes?" *Third World Quarterly*, 34, 321-338.

Government of Canada, "Canada's Feminist International Assistance Policy":  
[http://international.gc.ca/world-monde/issues\\_development-enjeux\\_developpement/priorities-priorites/policy-politique.aspx?lang=eng](http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng)

**Extra (non-mandatory but highly encouraged) lecture: April 3 –Dr. Shirin Rai, Warwick University, "Feminist everyday political economy," 2 to 3:30 pm – Place and Title TBC**  
Background reading:

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.

### **Week 13 – April 5 - Recent Trends and Debates**

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Cornel Ban and Mark Blyth. 2013. "The BRICs and the Washington Consensus: An introduction," *Review of International Political Economy*, Vol. 20, No. 2, pp. 241–255

Alison Ayers, 2013. "Beyond Myths, Lies and Stereotypes: The Political Economy of a 'New Scramble for Africa'," *New Political Economy*, Vol. 18, No.2, 227-257.

Shirin M. Rai, Benjamin D. Brown, and Kanchana N. Ruwanpura, 2019, "SDG 8: Decent work and economic growth – A gendered analysis," in *World Development*, 113, 368-380.

Wolfgang Sachs, 2017. "The sustainable development goals and *Laudato si'*: Varieties of post-development?" *Third World Quarterly*, 38:12, 2573-2587.

### **Academic Accommodations**

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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.

**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/> 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.