

PSCI 4104B
Theory and Practice in Third World Development
Thursdays: 6:05 – 8:55pm
Please confirm location on Carleton Central

Instructor: Pablo Heidrich
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Office Hours: Thursdays: 5-6 pm
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Course Objectives:

This seminar course looks at the different **policies** put into practice to attain **development** around the world since 1945. In the first part of the seminar, the most influential ideas and theories that have come up since then regarding economic development are introduced. The second part of the course looks at the actual experience (or practice) of development in selected countries of the Middle East, Caribbean, Latin America and East Asia. In this context, spatial and historical comparatives are made.

While no specific requirement is needed for this course, participants are expected to keep an open mind to different views on development (neoliberal, nationalist, Marxist, postmodernist, and constructivist) and a keen interest in grasping economic affairs from a political perspective. At the end of the course, participants will have acquired the skills necessary to proceed to higher academic studies in the politics of economic development.

Required Texts

A reading package will be made available by the instructor at the beginning of the course.
All reading materials for this course will be posted in WebCT when the course begins.

Grading

Midterm Take-home Exam	35%	due Tuesday, October 30
Class Participation	15%	
Oral Presentation	15%	
Final Take-home Exam	35%	due Tuesday, December 9

The Take-home Examinations: The take-home exams are of the essay type in double space of font 12 with due references to the assigned readings. Marks will be awarded for clarity and originality of thought.

Late Penalty: 5% per day

Class Participation: includes attendance, contribution to discussions and discipline. Attendance is recorded each class and 4 reading quizzes will be done at random.

Oral presentation: includes 1-page summary in essay format, presentation itself, leadership to promote critical discussions in that session (5 questions must be emailed and screened with instructor the day before).

The oral presentation is to be done without reading, in 10 to 15 minutes, with or without visual aids. Quality and clarity are very important at this stage, as much as **originality and critical thinking**. Occasionally, the instructor may intervene to clarify some points. Since this is a seminar course, the instructor will be lecturing for only half of the time of the class. In the other half, participants will present some of the readings to their peers.

Given the dynamic nature of the literature on development in the Third World, the course outline and associated readings may be assumed to be tentative only. At the discretion of the instructor, some changes to the assigned readings may be made.

The readings have been selected not to overburden, but to enable the student acquire a broad spectrum of the views expressed in the development literature. Before venturing to read the assigned reading as whole, students are advised to read the introduction, the conclusion, and the major sections of an assigned reading to unearth the main theme, the relative importance and relevance of each section to the main theme.

COURSE OUTLINE AND READINGS

Part I THE EVOLUTION OF DEVELOPMENT THEORIES

Session 1 (September 10)

Presentation of the class and organizational issues. Panorama of the material to be covered.

Session 2 (September 17)

HISTORY AND DEFINITIONS OF DEVELOPMENT .

Schurman, F. (2000). "Paradigms Lost, Paradigms Regained? Development Studies in the Twenty-First Century." *Third World Quarterly*, 21-1, pp. 7-20.

Anand, S. & Sen, A. (2000) "Human Development and Economic Sustainability", *World Development*, 28-12, pp. 2029-2049.

Corbridge, S. (1998) 'Beneath the Pavement Only Soil': The Poverty of Post Development", *Journal of Development Studies*, 34-6, pp 138-148.

Look at statistics on economic growth, poverty and other human development indicators at:
<http://www.theworldeconomy.org/publications/worldeconomy/statistics.htm>

Session 3 (September 24)

THE GROWTH AND MODERNIZATION MODELS

Rostow, W. (1959) "The Stages of Economic Growth", *The Economic History Review*, New Series, 12-1, pp. 1-16.

Hirschman, A. (1965) *Obstacles to development. A Classification and a Quasi-Vanishing Act*, *Economic Development and Cultural Change*, 13-4, pp. 385-398.

Findlay, R. (1980) "On W. Arthur Lewis' Contributions to Economics", *Scandinavian Journal of Economics*, 72-19, pp. 62-79.

Session 4 (October 1)

THE STRUCTURALIST CRITIQUES

Toye, J. & Toye, R. (2003) "The Origins and Interpretation of the Prebisch-Singer Thesis", *History of Political Economy* 35-3, pp 437-469.

Chang, Ha-Joon (2001) *Institutional Development in Developing Countries in a Historical Perspective: Lessons from Developed Countries in Earlier Times*. Paper presented at EAEPE.

Lehmann, D. (1997) "An Opportunity Lost: Escobar's Deconstruction of Development", *Journal of Development Studies*, 33-4, pp. 568-578.

Session 5 (October 8)

INTERNATIONAL DISCIPLINES ON DEVELOPMENT

Elson, D. (1994) *People, Development and International Financial Institutions: an Interpretation of the Bretton Woods System*, *Review of African Political Economy* No.62:511-524.

Max Corden, W., House, B. and Vines, D. (2008) *The IMF: Retrospect and Prospect in a Time of Reform*, Global Economic Governance Programme, Oxford University College.

Wade, R. (2003) "What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of Development Space," *Review of International Political Economy* 10, 4: 621-644.

Session 6 (October 15)

THE NEOLIBERAL MODEL

Williamson, J. (2000) "What Should the World Bank Think about the Washington Consensus?" *The World Bank Research Observer*, 15-2, pp. 251-264.

Krueger, A. (1997) *Trade Policy and Economic Development: How Do We Learn?* NBER 5896, Cambridge, MA.

Kelly, R. (2008) “No 'return to the state': dependency and developmentalism against neo-liberalism”, *Development in Practice*, 18-3, pp. 319 – 332.

Session 7 (October 22)

THE DEVELOPMENTAL MODEL

Evans, P. (1995) *Embedded Autonomy*, Princeton University Press, chapter 1.

Woo-Cummings, M. (1999) *The Developmental State*, Cornell University Press, chapters 1 & 2.

Session 8 (October 29)

MIDTERM EXAM - NO CLASS

Part II DEVELOPMENT EXPERIENCES

Session 9 (November 5)

PRACTICE OF DEVELOPMENT IN MIDDLE EAST

Richards, A. and Waterbury, J. (1996) *A Political Economy of the Middle East*. Chapters 2 & 3.

Waldner, D. (2001) *State Building and Late Development*. Chapter 3.

Onis, Z. (1998) Political Economy of Turkey in the 1980s, *Anatomy of Unorthodox Liberalism, State and Market (Journal)*

Session 10 (November 12)

PRACTICE OF DEVELOPMENT IN EAST ASIA

Amsden, A. (1992) *Asia's Next Giant: South Korea*, Oxford University Press. Chap.1.

Wade, R. (2004) *Governing the Market. Economic Theory and the Role of Government*. Princeton University Press. Chapter 10.

Haggard, S. (2000) *The Political Economy of the East Asian Crisis*. Introduction and Chapter 1.

Session 11 (November 19)

PRACTICE OF DEVELOPMENT IN THE CARIBBEAN

Grugel, J. (1995) *Politics and Development in the Caribbean Basin*. Introduction (p. 1-29)

Payne, A. (2006) The end of green gold? Comparative development options and strategies in the Eastern Caribbean banana-producing islands, *Studies in Comparative International Development (SCID)*, Vol 41-3, p. 25-46.

Bishop, M. et al (1997) Barbados. Social Development in a Small Island State. In Santosh K. Mehrotra and Richard Jolly (ed.) *Development With a Human Face: Experiences in Social Achievement and Economic Growth*. Oxford University Press, p. 323-354.

Session 12 (November 26)

PRACTICE OF DEVELOPMENT IN LATIN AMERICA

Sikkink, K. (1991) *Ideas and Institutions. Developmentalism in Brazil and Argentina*. Chapter 5.

Ross Schneider, B. (1999) The Desarrollista State in Mexico and Brazil, in Woo-Cummings, M. *The Developmental State*, Cornell University Press.

Gwynne, Robert N.; Kay, Cristobal, (2000) Views from the Periphery: Futures of Neoliberalism in Latin America, *Third World Quarterly*, 21-1, 141-156.

Session 13 (December 3)

PRACTICE UNDER GLOBALIZATION AND WRAP UP

Chang, H. (2002) *Globalization, Economic Development and the Role of the State*. Chapter 8

Amsden, A. 2005 *The Rise of the Rest. Challenges to the West from Late Industrializing Countries*. Oxford University Press. Chapter 10.

Salehizadeh, M. (2007) "Emerging Economies' Multinationals: current status and future prospects" *Third World Quarterly*, 28-6, pp. 1151 – 1166.

Academic Accommodations

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me 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.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the Centre, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by November 7, 2009 for December examinations, and March 6, 2010 for April examinations.

You can visit the Equity Services website to view the policies and to obtain more detailed information on

academic accommodation at <http://carleton.ca/equity/accommodation>

Plagiarism: The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: www.carleton.ca/polisci/undergrad/styleguide.pdf

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.

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.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure – No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.