

PSCI 5202F
Politics of Third World Development
Seminars: Tuesday 14:35—17:25
Please confirm location on Carleton Central

Instructor: C. Brown
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This seminar examines theories and issues of development in the global South. The first unit gives an 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.

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.

At the beginning of each class, students will be expected to hand in a brief reflection (maximum one page) on that week's readings. The reflection should provide your critical response to the readings for the week. Your reflection may consider all the readings for the week or it may focus on selected readings; it may consider the broad topic for the week or it may focus on a particular theme contained in the readings. What your reflection may not do is simply provide a summary of the readings. All your reflections will be graded; the best 8 will count toward your class mark.

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 Prof. Brown no later than October 14. Essays are due at the last class, November 25th. Any essay received after class on 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+).

Marks will be assigned as follows:

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|--------------------------------------|-----|
| Class participation | 20% |
| Responses to readings 8 x 5% = | 40% |
| Essay due Nov 25th | 40% |

Topics and assigned readings are as follows. Except where noted, all readings are on 2 hour reserve in MacOdrum Library. Most of the journal articles are also available on-line through the Carleton University library system.

Week 1 -- Introductory Lecture (9/9)

This lecture will provide an overview of development theory and some of the issues to be considered in this course. There are no assigned readings.

UNIT 1: DEVELOPMENT THEORY

Week 2 – Development (16/9)

This class will introduce some of the themes for the course through an examination of the concept of “development”. What do we mean by development? How do we measure it? Is it a good thing?

D. Seers, “What Are We Trying to Measure?” *Journal of Development Studies*, 8(3), April 1972, pp. 21-36.

W. Rodney, *How Europe Underdeveloped Africa*, 1972, Ch. 1, pp. 3-29.

A. Phillips, “The Concept of Development,” *Review of African Political Economy*, 8, 1977, pp. 7-20.

H.J. Wiarda, “Toward a Nonethnocentric Theory of Development,” in C.K. Wilber (ed.), *The Political Economy of Development and Underdevelopment*, 4th ed., 1988, Ch. 4, pp. 59-82.

Debate between C. Rojas and H. Veltmeyer, *Canadian Journal of Development Studies*, 22(3), 2000, pp. 571-627.

United Nations Development Program, *Human Development Report 2003*, Overview, pp. 1-14. (Also scan the HDI tables in the Appendix. Available in Library in UN documents, 2nd floor, call number UN1 D. H72.)

Week 3 – Classical Theory (23/9)

In this class we will begin our review of the development of development theory with a consideration of some classical Western social science theorists. We will examine the paradigmatic assumptions that unite Marxist and non-Marxist theorists, as well as the theoretical differences that divide them.

A. Smith, *The Wealth of Nations*, 1776, Book 1, Ch. 1-3, pp. 7-25.

K. Feuer (ed.), *Basic Writings on Politics and Philosophy: Karl Marx and Friedrich Engels*, 1959, Selections on "The Communist Manifesto," and "British Rule in India," pp. 1-41 & 474-481.

W.G. Runciman (ed.), *Max Weber: Selections in Translation*, 1978, Selections on "Protestant Asceticism and the Spirit of Capitalism," "The Origins of Industrial Capitalism in Europe," and "The Development of Bureaucracy and its Relationship to Law," pp. 138-173 & 331-354.

V. Lenin, "Imperialism: The Highest Stage of Capitalism" in Robert C. Tucker (ed.), *The Lenin Anthology*, 1975, pp. 204-274.

A. Janos, *Politics and Paradigms: Changing Theories of Change in Social Science*, 1986, Ch. 1, pp. 7-30.

Week 4 – Modernization Theory (30/9)

This class will examine modernization theory. We will ask how it draws upon, and differs from, classical theory.

W.W. Rostow, *The Stages of Economic Growth*, 1960, Ch. 1&2, pp. 1-16.

H. Eckstein, "The Idea of Political Development," in R.C. Macridis and B.E. Brown (eds.), *Comparative Politics: Notes and Readings*, 7th ed., 1990, Ch. 37, pp. 369-381.

S. Huntington, "Political Development and Political Decay," *World Politics*, 17(3), 1965, pp. 386-430.

B. Moore, *The Social Origins of Dictatorship and Democracy*, 1966, Ch. VII-IX, pp. 413-483.

T. Parsons, "The Pattern Variables," in *Talcott Parsons on Institutions and Social Evolution*, Leon H. Mayhew (ed.), 1982, Ch. 6, pp. 106-116 and "Evolutionary Universals in Society," in *The Talcott Parsons Reader*, Brian S. Turner (ed.), 1999, Ch. 8, pp. 157-181.

A. Janos, *Politics and Paradigms: Changing Theories of Change in Social Science*, 1986, Ch. 2, pp. 31-64.

Week 5 – Dependency Theory (7/10)

This class will present dependency theory as a Southern critique of modernization theory. We will ask to what extent it genuinely represents a paradigmatic break with that theory.

A. G. Frank, "The Development of Underdevelopment," in R.I. Rhodes (ed.), *Imperialism and Underdevelopment*, 1970, Ch. 1, pp. 4-17.

W. Rodney, *How Europe Underdeveloped Africa*, 1972, Ch. 6, pp. 205-281.

I. Wallerstein, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis," in H. Alavi and T. Shanin (eds.), *Introduction to the Sociology of Developing Countries*, 1982, Ch. 2, pp. 29-53.

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

A. Janos, *Politics and Paradigms*, 1986, Ch. 3, pp. 65-96.

Week 6 – Marxists and Regulationists (14/10)

This class will examine the attack upon dependency theory from the left and the debates among Marxist scholars of development in the 1970s and 1980s.

B. Warren, "Imperialism and Capitalist Industrialization," *New Left Review*, 81, 1973, pp. 3-44.

E. Laclau, "Feudalism and Capitalism in Latin America," *New Left Review*, 67, 1971, pp. 19-38.

R. Brenner, "The Origins of Capitalist Development: A Critique of Neo-Smithian Marxism," in H. Alavi and T. Shanin (eds.), *Introduction to the Sociology of Developing Countries*, 1982, Ch. 3, pp. 54-71.

A. Lipietz, *Mirages and Miracles*, 1987, Ch. 1 & 2, pp. 9-46

R. Brenner and M. Glick, "The Regulation Approach: Theory and History," *New Left Review*, 180, 1991, pp. 45-119.

Week 7 – Neo-Liberalism (21/10)

In this class we will consider the emergence of the "Washington Consensus" and the rise to dominance of neo-liberal development theory in the 1990s.

F. Fukuyama, "The End of History?" *The National Interest*, 16, Summer 1989, pp. 3-18.

D. Lal, "The Misconceptions of 'Development Economics'," in C.K. Wilber (ed.), *The Political Economy of Development and Underdevelopment*, 4th ed., 1988, Ch. 2, pp. 28-36.

C. Colclough, "Structuralism vs. Neo-Liberalism: An Introduction," in C. Colclough and J. Manor (eds.), *States or Markets?*, 1991, Ch. 1, pp. 1-25.

T.J. Biersteker, "Reducing the Role of the State in the Economy: A Conceptual Exploration of IMF and World Bank Prescriptions," *International Studies Quarterly*, 34(4), 1990, pp. 477-492.

R. Kiely, "Poverty Reduction Through Liberalisation: Neoliberalism and the Myth of Global Convergence," *Review of International Studies*, 33(3), 2007, pp. 415-434.

D. Brady et al., "Reassessing the Effect of Economic Growth on Well-being in Less-developed Countries, 1980-2003," *Studies in Comparative International Development*, 42(1 & 2), 2007, pp. 1-35.

Week 8 – Post-Modernism (28/10)

We will conclude our historical review of development theory with a consideration of the post-modern critique of development.

E. Said, *Orientalism*, 1979, Introduction, pp. 1-28.

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

V. Tucker, "The Myth of Development: A Critique of a Eurocentric Discourse," in R. Munck & D. O'Hearn (eds.), *Critical Development Theory*, 1999, Ch. 1, pp. 1-26.

T. Banuri, "Development and the Politics of Knowledge: A Critical Interpretation of the Social Role of Modernization," in R. Munck & D. O'Hearn (eds.), *Critical Development Theory*, 1999, Ch. 2, pp. 29-72.

E.M. Wood, "What is the Post-Modern Agenda?" in E.M. Wood and J.B. Foster (eds.), *In Defense of History*, 1997, Ch. 1, pp. 1-16.

UNIT 2 – ISSUES IN DEVELOPMENT THEORY

Week9 – Democracy and Development (4/11)

This class will consider the relationship between democracy and development: is one the prerequisite for the other?

S.M. Lipsett, "Some Social Requisites of Democracy," *American Political Science Review*, 53(1), 1959, pp. 69-105.

G. O'Donnell and P.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.

D.C. 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.

A. Leftwich, "On the Primacy of Politics in Development," and "Two Cheers for Democracy? Democracy and the Developmental State," in A. Leftwich (ed.) *Democracy and Development: Theory and Practice*, 1996, Ch. 1 and 13, pp. 3-24 and 279-295.

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

Week 10 – Gender and Development (11/11)

This class will examine some empirical findings about women's role in development and some of the theoretical debates surrounding gender and development.

E. Boserup, *Woman's Role in Economic Development*, 1970, Ch. 1 and 5, pp. 15-36 and 85-105.

J. S. Jaquette and K. Staudt, "Women, Gender and Development," in J.S. Jaquette and G. Summerfield (eds.), *Women and Gender Equity in Development Theory and Practice*, 2006, Ch. 1, pp. 17-52.

N. Kabeer and J. Humphrey, "Neo-Liberalism, Gender and the Limits of the Market," in C. Colclough and J. Manor (eds.), *States or Markets?*, 1991, Ch. 4, pp. 78-100.

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

A.M. Goetz, "Feminism and the Limits of the Claim to Know: Contradictions in the Feminist Approach to Women in Development," *Millennium*, 1988, pp. 477-496.

Week 11 – Environment and Development (18/11)

In this class we will focus on the concept of "sustainable development" and ask whether development and the environment can be reconciled.

United Nations, *Our Common Future*, 1987, Overview, pp. 1-23. (Available in Library in UN documents, 2nd floor, call number UN1 WED87.071)

M. Cauley and I. Christie, *Managing Sustainable Development* (2nd ed.), 2000, Ch. 1 and 2, pp. 3-44.

K. Lee, A. Holland and D. McNeill (eds.), *Global Sustainable Development in the Twenty-first Century*, 2000, Ch. 2, 3, 6 and 8, pp. 30-60, 97-113 and 144-161.

M. Redclift, "Sustainable Development (1987-2005): An Oxymoron Comes of Age," *Sustainable Development*, 13(4), October 2005, pp. 212-227.

Week 12 – Development Cooperation (25/11)

In this final class, we will ask whether aid has anything to do with development.

W. Easterly, *The White Man's Burden*, 2006, Ch. 1, 10 and 11, pp. 1-33 and 341-384.

R. Riddell, *Does Foreign Aid Really Work?*, 2008, selection to be announced.

L. Whitfield (ed.), *The Politics of Aid: African Strategies for Dealing with Donors*, 2008, selection to be announced.

C. Brown E.T. Jackson, "Could the Senate be right? Should CIDA be Abolished?" in A. Maslove (ed.), *How Ottawa Spends 2008*, forthcoming.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (9500 University Drive) 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, 2008**, for December examinations, and **March 6, 2009**, for April examinations."

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 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: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

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.

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, visit our website at poliscisociety.com, or come to our office in Loeb D688.

