

PCSI 4104 A
Theory and Practice: Development in Global South
Monday and Wednesday 2:35-5:25
Online Course

Instructor: Said Yaqub Ibrahim
Office Hour: virtual, by appointment
Email: said.yaqub@carleton.ca

I. Course Description & Framework

This course studies and compares theories and issues of development in the *global south*. The course begins with a broad overview of development theories and debates followed by sessions on practical implications of those theories, case studies, and critiques of development in the global south. The course includes both theoretical and empirical material and provides a space for students to study development in the global south from a broad, diverse, and critical perspective. In this course, students will learn

- conventional approaches to development in the global south
- new theories and methods of development in the context of the global south
- case studies of development in the global south
- and critical debates of development in the *developing* world

Required Reading:

All listed journal articles and book chapters are available online (Carleton library and Ares).

II. Course Evaluation

Course evaluation includes participation, presentation, and research grades and will be calculated on the following basis:

Class Participation (30%)

Classes are structured in a “seminar” format and include class discussion, group work, and reporting and discussing the result/finding of the group work. Therefore, it is expected that students come prepared to engage in class and group discussions and ask questions on the week’s topic and readings. Participation should be constructive, critical, and respectful. The purpose of class participation is to critically engage with course material and respectfully exchange understanding of assigned readings.

Presentation & Discussion (15%)

Every presentation requires one presenter and one discussant which will be assigned during the first meeting on May 9th. Every student must present a part of a session’s topic and present it to

the class in due course. The presentation should not exceed 20 minutes and should cover the main argument(s), discuss the relevant theory and method, and highlight the overall contribution of the readings to development in the global south. Students should also provide a critique of the readings and highlight what is missing in the literature. A simple summarization of the assigned readings will not be considered a good presentation. At the end of the presentation, the discussant should provide a critique of the presentation, one general question for the presenter, and two questions for the class. Students will receive 70 percent of the grade for their presentation and 30 percent of the grade for discussing and leading a particular presentation.

Research Proposal (15%)

Due May 18 (submit electronically in Brightspace)

Proposals are an introduction to the course's major research paper and should address three main questions as follows: What is the research about? How do you conduct the research? Why is the proposed topic worth researching? Every proposal should contain a clear research question, a hypothesis or central argument, a theoretical framework, a potential case study, an explanation of the contribution of the research to development in the global south, and a bibliography of at least 15 scholarly sources including relevant sources from the syllabus. Proposals should not exceed **1000 – 1200 words, excluding the bibliography**. Proposals ideally focus on a single case study but students are free to conduct comparative or theory-driven research on a topic of interest. Student should write their proposal with the assumption that it is going to be an introduction to their major research paper.

Research Paper (40%)

Due June 17 (submit electronically in Brightspace)

Students are required to build on their research proposals and write a research paper which should be **3500 to 4000** words long including references and footnotes. Topics of interest could include development theories and/or development practices in the context of the global south. In either case, students should address both theoretical and empirical dimensions of the topic of interest. In other words, theory papers should use empirical evidence/research to support the argument, and empirical papers should be designed within a clear methodological and/or theoretical framework. Papers should be organized in a "journal article" style and include an introduction, discussion/case study, and conclusion sections. Papers must include 15 or more scholarly sources (i.e., journal articles and book chapters) – relevant sources from this syllabus are acceptable. Citations should follow the Chicago Manual of Style (Author-Date format).

Late Submission Policy

Assignments are due electronically in Brightspace. E-mailed assignments will not be accepted. Late submissions will be penalized daily (3 percent/day) for a maximum of 7 days. Assignments that are submitted after 7 days will receive a zero. Extensions could be granted but please contact me before the assignment's due date.

III. Course Topics and Schedule

Session 1 (May 9): Course Introduction

In this introductory session, the instructor reviews the syllabus and presents the format, requirements, and objectives of the course. Presentations and discussions will be assigned during the session; therefore, it is expected that students come prepared with potential topics for presentation and discussion.

Session 2 (May 11): Development: Theory and Practice I

REQUIRED READING

- Huntington, Samuel P., 1965, "Political Development and Political Decay," *World Politics*, 17, 3 (April 1965): 386-430.
- Rojas, Cristina, 2001, "Development: What's in a word?," *Canadian Journal of Development Studies* 22(3): 571-596.
- Halperin, Sandra, 2007. "Re-Envisioning Global Development: Conceptual and Methodological Issues", *Globalizations*, 4:4, 543-558.
- Putterman, Louis, and David N. Weil. "Post-1500 population flows and the long-run determinants of economic growth and inequality." *The Quarterly journal oeconomics* 125.4 (2010): 1627-1682.

Session 3 (May 16): Development: Theory and Practice II

REQUIRED READING

- Herath, Dhammika, 2009, "The Discourse of Development: Has It Reached Maturity?," *Third World Quarterly* 30(8): 1449-1464.
- Robinson, William. I. 2002. Remapping development in the light of globalisation: from a territorial to a social Cartography. *Third World Quarterly*. 23(6): 1047-71.
- Sajed, Alina, 2020, "From the Third World to the Global South," *E-International Journal*, July 27, <https://www.e-ir.info/2020/07/27/from-the-third-world-to-the-global-south/>
- Benabdallah, Lina, Carlos Murillo-Zamora and Victor Adetula, 2019, "Theory in Action: Global South Perspectives on Development," *E-International Journal*, Sept. 17, <https://www.e-ir.info/2019/09/17/student-feature-theory-in-action-global-south-perspectives-on-development/#:~:text=Rather%20than%20the%20need%20for,justice%20for%20the%20world's%20poor>

Optional reading

- Dossa, Shiraz, 2007, "Slicing Up 'Development': Colonialism, Political Theory, Ethics," *Third World Quarterly* 28(5): 887-899.
- Charles Gore, 2000, "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries," *World Development*, 28(5): 789-804.

Session 4 (May 18): Modernization

- Przeworski, Adam and Fernando Lemongi, 1997, “Modernization: Theories and Facts,” *World Politics*, 49: 155-83.
- Saiful Islam, M, 2018, “Conceptualizing Development and Underdevelopment: From Classical Modernization to Contemporary post-Development Discourse,” *Journal of Asian Development*, 4(2): 107-122.
- Litonjua, MD., 2012, “Third world/global south: from modernization, to dependency/liberation, to post-development,” *Journal of Third World Studies*, 29(1): 25-56.
- Robinson, Amanda Lea, 2014, “National Versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of territorial Nationalism,” *World Politics*, 66(4): 709-746.

Optional reading

- Sarfati, Yusuf, 2017, “How Turkey’s slide to authoritarianism defies modernization theory,” *Turkish Studies*, 18(3): 395-415.

May 23: Statutory holiday. University closed.

Session 5 (May 25): Neoliberalism

REQUIRED READING

- Neilson, David, 2020, “Bringing in the Neoliberal Model of Development,” *Capital and Class*, 44(1): 85-108.
- Raewyn, Connell, and Dados Nour, 2014, “Where in the World Neoliberalism Come From: The Market Agenda in Southern Perspective,” *Theory and Society*, 43(2): 117-138.
- Seppälä, Tiina, 2016, “Feminizing Resistance, Decolonizing Solidarity: Contesting Neoliberal Development in the Global South,” *Journal of Resistance Studies*, 1(2): 12-47.
- Larmer, Miles. “Reaction & Resistance to Neo-Liberalism in Zambia”. *Review of African Political Economy*, XXXII, 103 (March 2005), 29-45.

Optional

- Hess, Steve and Aidoo, Richard. 2014, “Charting the Roots of Anti-Chinese Populism in Africa: A Comparison of Zambia and Ghana”. *Journal of Asian and African Studies*, 49(2): 129-144.
- Gray, Hazel, 2013, “Industrial Policy and the Political Settlement in Tanzania: Aspects of Continuity and Change Since Independence”. *Review of African Political Economy*, 40(136): 185-201.
- Kopiński, Dominik; Polus, Andrzej and Tycholiz, Wojciech, 2013, “Resource Curse or Resource Disease? Oil in Ghana”. *African Affairs*, 112(449) 583-601.

Session 6 (May 30): Dependency

REQUIRED READING

- Namkong, Young, 1999, “Dependency Theory: Concepts, Classifications, and Criticisms,” *International Area Studies Review*, 2(1): 121-150.
- Tausch, Aron, 2010, “Globalisation and development: the relevance of classical “dependency” theory for the world today,” *International Social Science Journal*, 61(202): 467-488.
- Farny, Elisabeth, 2016, “Dependency Theory: A Useful Tool for Analyzing Global Inequalities Today?” *E-International Journal*, Nov. 23, 2016 <https://www.e-ir.info/2016/11/23/dependency-theory-a-useful-tool-for-analyzing-global-inequalities-today/>
- Kaplinsky, Raphael, 2013, “What Contribution Can China Make to Inclusive Growth in Sub-Saharan Africa?” *Development and Change*, 44(6): 1295-1313.

Optional reading

- Bräutigam, Deborah and Zhang, Haisen, 2013, “Green Dreams: Myth and Reality in China’s Agricultural Investment in Africa”. *Third World Quarterly*, 34(9): 1676-1696.

Session 7 (June 1): Postcolonial approach

REQUIRED READING

- Kapoor, Ilan, 2002, “Capitalism, Culture, Agency: Dependency versus Postcolonial Theory,” *Third World Quarterly*, 23(4): 647-664.
- Quijano, Anibal, 2007, “Coloniality and Modernity/Rationality,” *Cultural Studies*, 21(2-3): 168-178.
- Coulthard, Glenn S., 2007, “Subjects of Empire: Indigenous Peoples and the ‘Politics of Recognition’ in Canada,” *Contemporary Political Theory*, 6(4): 437–460.
- Ndlovu-Gatsheni, Sabelo, 2011, “Fiftieth Anniversary of Decolonisation in Africa: A Moment of Celebration or Critical Reflection?” *Third World Quarterly*, 30(1): 71-89.

Session 8 (June 6): Conflict, Violence, and Development

REQUIRED READING

- Josjah Kunkeler, 2011, “The Boys Are Coming to Town”: Youth, Armed Conflict and Urban Violence in Developing Countries,” *International Journal of Conflict and Violence*, 5 (2): 277–291.
- Berman, Nicolas, et al., 2017, “This mine is mine! How minerals fuel conflicts in Africa.” *American Economic Review* 107(6): 1564-1610.
- Martin-Shields, Charles P., and Wolfgang Stojetz., 2019, "Food security and conflict: Empirical challenges and future opportunities for research and policy making on food security and conflict." *World Development* 119: 150-164.
- Ch, Rafael, et al. "Endogenous taxation in ongoing internal conflict: The case of Colombia." *American Political Science Review* 112.4 (2018): 996-1015.

Optional reading

- Pearlman, Wendy., 2013, “Emotions and the Microfoundations of the Arab Uprisings.” *Perspectives on Politics* 11(2): 387-409

Session 9 (June 8): Democratization and Development

REQUIRED READING

- Foa, Roberto Stefan, and Yascha Mounck, 2016, “The Democratic Disconnect,” *Journal of Democracy*, 27(3): 5-17.
- Hinnebusch, Raymond, 2006, “Authoritarian Persistence, Democratization Theory, and the Middle East: An Overview and Critique,” *Democratization*, 13(3): 373-395.
- Ayers, Alison. 2006, “Demystifying Democratisation: The Global Constitution of (Neo)liberal Polities in Africa”. *Third World Quarterly*, 27(2): 321-338.
- Hassim, Shireen, 2002, “A Conspiracy of Women: The Women’s Movement in South Africa’s Transition to Democracy,” *Social Research*, 69(3): 693-732.

Optional reading

- Michael Bratton and Nicolas van de Walle, 1994, “Neopatrimonial regimes and Political Transition in Africa,” *World Politics*, 46(4): 453-489.
- Cheru, Fantu, 2012, “Democracy and People Power in Africa: Still Searching for the ‘Political Kingdom’”. *Third World Quarterly*, 30(2): 265-286.

Session 10 (June 13): Social Movements and Political Parties

REQUIRED READING

- Poguntke, Thomas, et al., 2016, “Party Rules, Party Resources and the Politics of Parliamentary Democracies: How Parties Organize in the 21st Century,” *Party Politics*, 22(6): 661-668.
- Lupu, Noam, 2014, “Brand Dilution and the Breakdown of Political Parties in Latin America,” *World Politics*, 66(4): 561-602.
- Roberts, Kenneth M., 2006, “Populism, Political Conflict, and Grass-Roots Organization in Latin America,” *Comparative Politics*, 38(2): 127-148.
- Mozaffar, Shaheen, James R. Scarrit, and Glen Alaich, 2003, “Electoral Institutions, Ethnopolitical Cleavages, and Party Systems in Africa’s Emerging Democracies,” *American Political Science Review*, 97(3): 379-390.

Optional reading

- Susan, Franceschet, and Jennifer Piscopo, 2008, “Gender Quotas and Women’s Substantive Representation: Evidence from Argentina,” *Politics & Gender*, 4: 393-425.
- Greene, Kenneth, 2011, “Campaign Persuasion and Nascent Partisanship in Mexico’s New Democracy,” *American Journal of Political Science*, 55(2): 398-416.

Session 11 (June 15): Course overview and final discussion.

An overview and conclusion of discussions, debates, and the literature. No required reading.

Appendix

Covid-19 Information

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: On the recommendation of Ottawa Public Health, Carleton will be maintaining the mandatory [COVID-19 Mask Policy](#) until further notice. The policy requires masks to be worn in all university buildings, including offices, classrooms and labs.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor 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. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: Please contact your instructor 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. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence

Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

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 includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.