PSCI 4105 A
Selected Problems: Development of the Global South
Tuesdays and Thursdays 11:35 a.m. to 2:25 p.m.
This course will be held remotely online

Instructor: Dr. Dunja Apostolov-Dimitrijevic
On-line Office Hours: Thursdays 10:00 a.m.–11:00 a.m. or by appointment (via Zoom)
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Course description
This course interrogates both the idea and the practice of "development." Tracing the evolution of the concept, we examine how certain peoples and places came to be regarded as needing "improvement." We study how the colonial encounter created new hierarchies and taxonomies, exploring the ways in which these have continued to shape global politics following decolonization. We approach the politics of development through an analysis of the political economy surrounding the implementation of projects meant to improve the lives of peoples in the Global South. This course will also introduce students to how communities often sidelined in the formulation of mainstream development policy, such as indigenous peoples, define development. As part of that, we will pay particular attention to calls to decolonize international development and examine what that would require in practice. Finally, in addition to examining development as an intellectual and policy programme, this course is meant to critically engage with it as a field of research. Students will therefore, through a self-reflexive approach, explore how positionality shapes the way we think and speak about "development" and those in "need" of it.

Learning outcomes
By the end of the semester, students should be able to:
- Understand the intellectual foundations and political conditions behind the contemporary understanding of "development"
- Articulate the relationship between the concepts of modernity, coloniality, improvement, civilization and development
- Critically engage with the assumptions behind different understandings of "development"
- Unpack their own positionality in relation to development as a field of study
- Apply the insights gained from the course to analyze a real-world development project

Course format
This course is organized as a seminar. It will be held synchronously with weekly meetings taking place on Tuesdays and Thursdays from 11:35 a.m. via Zoom. Most classes will run just over two

hours. Each class will consist of a short introduction by the instructor, followed by student presentations and a general discussion. Some of the discussion will take place in groups (through Zoom break-out rooms), with class time occasionally devoted to collective film watching and music listening.

Students are expected to attend all classes. In case of absences from online sessions (or technical difficulties with Zoom), class attendance and participation can be made up in consultation with the instructor. However, please note that attendance and participation in synchronous class meetings is the default expectation for this course. Students requiring accommodation should contact the instructor as soon as possible.

Classes will not be recorded.

Readings
There are no required textbooks for this course. Readings will be posed in Ares on CuLearn.

Course Requirements and Evaluation
Marks will be assigned as follows:

Attendance and participation	**25%**
Presentation	**10%**
Reading responses 2X	**30%**
Policy paper and presentation	**35%**

Attendance and Participation (25%) The seminar group will meet twice weekly via Zoom. Students are expected to attend all online seminars, read/listen/watch the required materials, and participate actively in class discussions. Class participation will be evaluated based on the quality and quantity of the contributions, with an emphasis placed on quality. Quality contributions to class discussions include questions and comments which demonstrate critical engagement with the ideas presented in the texts, and that make connections between these and other themes or readings explored in the course. Students can also use class time to raise aspects of the readings that they find challenging or unclear for group discussion. Students are expected to advance the class discussion, practice collegiality and listen actively.

Presentation (10%) Each student is expected to deliver one 15-minute (***strictly enforced***) in-class presentation. The presentation is meant to initiate the class discussion. Each presentation should: (a) introduce the argument being made by each required reading, audio and/or video file; (b) discuss how these relate to each other (e.g., identify common themes, debates to which they respond) and other themes discussed in the course; (c) critically reflect on the readings, for example, by evaluating their contribution to the field; (d) pose 1-2 questions and/or identify provocations raised by the readings for class discussion. Students will sign up for presentations during the first class.

Presentations will be evaluated on the basis of the following criteria:
- Demonstrated understanding of the texts
- Strength of analysis
- Organization and clarity

Reading responses (30%, 15% each) Students are expected to complete two short essays (700-1,000 words + bibliography) analyzing the required readings (and, where assigned, audio or visual files) for a particular class. **Students cannot submit responses on the same topic as their presentation**. The essays are to be emailed to the instructor before the beginning of class during which the readings will be discussed. ***The first reading response must be submitted by Tuesday, May 25, 2021.*** (This policy is designed to allow students enough time to reflection on the feedback received on their first response before submitting their second.) Reading responses are an exercise in close reading, outside research is not required.

The reading responses should not summarize the readings/audio/video files beyond the introductory remarks. Instead, they must critically analyze the assigned for a given week. In their responses, students may chose to reflect on the readings by undertaking any of the following: situating the readings within debates discussed in the course and assessing their contributions, strengths and weaknesses; drawing out the ethical or political implications of the arguments being made; engaging the texts in a "conversation" around a common theme, etc.

Essays will be evaluated on the basis of the following criteria:
- Reading comprehension and strength of analysis
- Degree to which the structure of the response is logical, coherent and clear
- Style (e.g., evidence that the response has been edited, smooth flow of prose)

Policy paper (35%, 30% for policy paper, 5% for presentation) As we will learn, development is not simply an area of research and a way of looking at the world, but a policy programme and an industry. The purpose of this assignment is to prepare students to articulate what they have learned in a format that is broadly accessible and useful in the field of international development.

For the policy paper (2,500-3,000 words + bibliography) students will be required to critically appraise a real-world development project, organization or scenario. In doing so, students are expected to explain their chosen case, assess its implementation by applying concepts that have been studied throughout the term and outline a set of recommendations based on the assessment. Further guidance on how to write the policy paper will be provided during class. A grading rubric will be posted on CuLearn. In order to write an informed and persuasive policy paper, students will need to conduct outside research.

The students and the instructor will compile a list of development projects/organizations/scenarios during the first two weeks of the semester. Following that, students will be provided with a narrowed down selection of development projects to choose from.

Policy papers are due on the last day of class (***June 17th***), during which students will present their ideas to their colleagues. The last class will take the format of a (Zoom) staff meeting. Students will be asked to outline the main points of their analysis dovetailing on the points made by their colleagues – as one is expected to do in a professional setting. Policy papers should be submitted through CuLearn.

Late Policy and Extensions
Assignments are due on the dates and times specified in the course outline. Late assignments will be subject to a 3% per day penalty; however, students are encouraged to request extensions should they require them. ***Retroactive extensions will not be granted***. Because time management is an important skill to develop, as a way of encouraging it, 3% will be awarded automatically to all reading responses submitted on time.

Course Schedule
Class 1: Introduction
Class 2: Positionality and Development Research
Class 3: Development as Modernization: The Cold War Development Project
Class 4: Development Discourse
Class 5: Capitalism, Empire and Development I
Class 6: Capitalism, Empire and Development II
Class 7: Development as Civilization
Class 8: Governmentalities of Development
Class 9: The Political Economy of Development
Class 10: The Bandung Conference and its Legacies
Class 11: Development "Otherwise"
Class 12: Decolonizing International Development
Class 13: Presentations and Review

Class 1 (May 6): Introduction
- This syllabus!

Class 2 (May 11): Positionality and Development Research
Required [≈ 34 pages]:
- Kapoor, Illan (2004) "Hyper-Self-Reflexive Development? Spivak on Representing the Third World 'Other'," *Third World Quarterly* 25(4): 627-647.
- Carter, Celina Jennifer L. Lapum, Lynn F. Lavallee, Lori Schindel Martin (2014) "Explicating Positionality: A Journey of Dialogical and Reflexive Storytelling," *International Journal of Qualitative Methods* 13 (1): 362-376.

Class 3 (May 13): The Cold War Development Project: Development as Modernization
Required [≈ 60 pages]:
- Truman, Harry (1949, January 20) "Inaugural Address," available online: https://avalon.law.yale.edu/20th_century/truman.asp
- Rostow, W.W. (1960) *The Stages of Economic Growth: A Non-Communist Manifesto.* Cambridge: Cambridge University Press.
    - Chapter 2: The Five Stages of Growth – A Summary, pp. 4-16.
- Escobar, Arturo (1994) *Encountering Development: The Making and Unmaking of the Third World.* Princeton: Princeton University Press.
    - Chapter 2: The Problematization of Poverty: The Tale of Three Worlds and Development, pp. 21-54.
- Gunder Frank, Andre (1966) "The Development of Underdevelopment," *Monthly Review* 18(4): 17-31.

Recommended:
- Rodney, Walter (1981) *How Europe Underdeveloped Africa*. Washington, D.C.: Howard University Press.
  - Chapter 1: Some Questions on Development

Class 4 (May 18): Development Discourse
Required [≈ 50 pages]:
- Rojas, Cristina (2001) "Development: What's in a word?," *Canadian Journal of Development Studies* 22(3): 571-596.
- Herath, Dhammika (2009) "The Discourse of Development: Has It Reached Maturity?," *Third World Quarterly* 30(8): 1449-1464.
- Dossa, Shiraz (2007) "Slicing Up 'Development': Colonialism, Political Theory, Ethics," *Third World Quarterly* 28(5): 887-899.

Recommended:
- Rist, Robert (2008) *The History of Development: From Western Origins to Global Faith.* London: Zed Books
  - Introduction, pp. 1-7.
  - Chapter 1: Definitions of Development, pp. 8-24.

Class 5 (May 20): Capitalism, Empire and Development I
Required [≈ 65 pages]:
- Halperin, Sandra (1997) In *the Mirror of the Third World: Capitalist Development in Modern Europe*. Ithaca: Cornell University Press.
  - Chapter 1: The Development of Industrial Capitalism and Democracy in Europe and in the Contemporary Third World, pp. 1-27.
- Polyani, Karl (1944) *The Great Transformation*. Boston: Beacon Press.
  - Chapter 12: The Birth of the Liberal Creed, pp. 141-158.
- Weber, Max. (1992 [1930]) *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge.
  - Chapter 2: The Spirit of Capitalism, pp. 13-38.

Recommended:
- Polanyi, Karl (1944) *The Great Transformation*. Boston: Beacan Press.
  - Chapter 13: The Birth of the Liberal Creed (Continued), pp. 158-170.
- Federici, Silvia (2004) *Caliban and The Witch*. Brooklyn: Autonomedia, pp. 61-75.

Class 6 (May 25): Capitalism, Empire and Development II
Required [≈ 55 pages]:
- Marx, Karl "The Modern Theory of Colonialism", in *Capital Vol.1* (Various), available at: https://www.marxists.org/archive/marx/works/1867-c1/ch33.htm.

- Williams, Eric (1944) *Capitalism and Slavery*. Chapel Hill: University of North Carolina Press.
  - Chapters 7: The Development of British Capitalism, 1783-1833, pp. 126-135.
  - Chapter 8: The New Industrial Order, pp. 135-154.
- Nathaniel Wolloch (2018) "William Robertson on Natural Resources and Cultural Contacts in Colonial America", *Journal of Scottish Historical Studies* 38(1): 88-103.
- Bhambra, Gurminder (2020) "Colonial Global Economy: Towards a Theoretical Reorientation of Political Economy," *Review of International Political Economy* 28(2): 307-322.

Recommended:
- Neptune, H. Reuben (2019) "Throwin' Scholarly Shade: Eric Williams in the New Histories of Capitalism and Slavery," *Journal of the Early Republic* 39(2): 299-326.
- Armitage, David (2004) "John Locke, Carolina and the "Two Treatises of Government," *Political Theory* 32(5): 602-627.
- Hudson, James (2019, June 19) "How Wall Street Colonized the Caribbean," *Boston Review*, available at: http://bostonreview.net/race/peter-james-hudson-how-wall-street-colonized-caribbean.

Class 7 (May 27): Development as Civilization
Required [≈ 50 pages]:
- Rojas, Cristina (1995) "The 'Will To Civilization' and Its Encounter with Laissez-Fare," *Review of International Political Economy* 2(1): 150-173.
- Anghie, Anthony (2000) "Civilization and Commerce: The Concept of Governance in Historical Perspective," *Villanova Law Review* 45(5): 887-912.

Recommended:
- Shilliam, Robbie (2008) "What the Haitian Revolution Might Tell Us About Development, Security and the Politics of Race," *Comparative Studies in Society and History* 50(3): 778-808.
- Mill, J.S. (1836, April) "Civilization" *London and Westminster Review*, available at: https://www.laits.utexas.edu/poltheory/jsmill/diss-disc/civilization/civilization.html

Class 8 (June 1): Governmentalities of Development
Required [≈ 65 pages]:
- Foucault, Michael (1991) "Governmentality," in Burchill et al. (eds) The Foucault Effect: Studies in Governmentality. Chicago: University of Chicago Press, pp. 87-104.
- Scott, David (1995) "Colonial Governmentality," *Social Text* 43 (Autumn): 191-220.
- Ilcan, Suzan and Lynne Phillips (2010) "Developmentalities and Calculative Practices: The Millennium Development Goals," *Antipode* 42(4): 844–874.

Recommended:
- Best, Jacqueline (2017) 'The Rise of Measurement Driven Governance: The Case of International Development,' *Global Governance* 23: 163-181.

Class 9 (June 3): The Political Economy of Development
Required [≈ 45 pages]:
- Mitchell, Timothy (1991) "America's Egypt: Discourse of the Development Industry," *Middle East Report* 169: 18-36.
- Ferguson, James and Larry Lohmann (1994) "The Anti-Politics Machine: Development & Bureaucratic Power in Lesotho," *The Ecologist* 24(5): 176-181.
- Li, Tanya Murray (2007) *The Will to Improve: Governmentality, Development and the Practice of Politics*. Duke University Press.
  - Chapter 1: Introduction: The Will to Improve pp. 1-22.

Recommended:
- Li, Tanya Murray (2007) *The Will to Improve: Governmentality, Development and the Practice of Politics*. Duke University Press.
  - Chapter 7: Development in the Age of Neoliberalism, pp. 230-269.

Class 10 (June 8): The Bandung Conference and its Legacies
Required [≈ 45 pages]:
- Bandung Conference (1955, April 24) *Final Communiqué of the Asian-African Conference of Bandung,* available at: http://www.bandungspirit.org/IMG/pdf/Final_Communique_Bandung_1955.pdf
- Heloise Webber (2016) "The Political Significance of Bandung for Development: Challenges, Contradictions and Struggles for Justice," in Pham N., and Robbie Shilliam (eds.), *Meanings of Bandung: Postcolonial Orders and Decolonial Visions*. London: Rowman & Littlefield, pp. 153-164.
- Prashad, Vijay (2012) "Dream History of the Global South," *Interface* 4(1): 43-53.

Recommended:
- Chakrabarty, Dipesh (2010) "The Legacies of Bandung: Decolonization and the Politics of Culture," in Lee, Christopher (ed) *Making a World After Empire: The Bandung Moment and It's Political Afterlives*, Athens: Ohio University Press, pp. 45-64.
- Sharma, Patrick (2015) "Between North and South: The World Bank and the New International Economic Order," *Humanity* 6(1): 189-200.

Class 11 (June 10): Development "Otherwise"
Required [≈40 pages + 1 hour podcast]:
- Quijano, Anibal (2007) "Coloniality and Modernity/Rationality," *Cultural Studies* 21 (2-3): 168-178.
- Rojas, Cristina (2007) "International Political Economy/Development Otherwise," *Globalizations* 4(4): 573 – 587.

- Simpson, Leanne Betasamosake (2020, April 16) "The Brilliance of the Beaver Learning from an Anishnaabe World," *CBC Ideas* [audio podcast], available at: https://www.cbc.ca/radio/ideas/the-brilliance-of-the-beaver-learning-from-an-anishnaabe-world-1.5534706.
- Parasram, Ajay and Lisa Tilley (2018) "Global Environmental Harm, Internal Frontiers, and Indigenous Protective Ontologies," In Rutazibwa, Olivia and Robbie Shilliam (eds.) *Routledge Handbook of Postcolonial Politics*. New York: Routledge, pp. 300–315.

Recommended:
- Bhambra, Gurminder K. (2014) "Postcolonial and Decolonial Dialogues," *Postcolonial Studies* 17(2): 115-121.

Class 12 (June 15): Decolonizing International Development
Required [≈ 20 pages + 1.2 hour video]:
- Rutazibwa, Olivia (2019) "What's There to Mourn? Decolonial Reflections on (the End of) Liberal Humanitarianism," *Journal of Humanitarian Affairs* 1(1): 65-67.
- Rutazibwa, Olivia U. (2017) "On Babies and Bathwater: Decolonising International Development Studies", Sussex Development Lecture [video], available at: https://www.ids.ac.uk/events/on-babies-and-bathwater-decolonising-international-development-studies/.
     or "On Babies and Bathwater: Decolonising International Development Studies," in Jong de Sara, Rosalba Icaza and Olivia U. Rutazibwa (eds), *Decolonization and Feminisms in Global Teaching and Learning.* London: Rutledge.
- Sabaratnam, Meera (2017) *Decolonising Intervention: International Statebuilding in Mozambique*, London: Rowman & Littlefield, pp. 37-56.
     - Chapter 3: Three Strategies for Decolonising Intervention, pp. 37-54.

Recommended:
Rolando Vasquez Melken (2021, February 23) *Decolonizing Knowledge: What is Decolonization* {video], available at: https://www.youtube.com/watch?v=1CUKW2h4Dtg.

Class 13 (June 17): Presentations and Review

Accommodations during COVID
Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Academic Accommodations

Pregnancy

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 obligation

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

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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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

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 compete or perform 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

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 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).