Political Science 4340B/5340B

APPROACHES TO DEVELOPMENT

Monday 1:35-4:25
Instructor: David Black
phone: 494-6638
e-mail: blackd@dal.ca
Office Hours: Tuesday, 2:45-4:00, or by appointment

This advanced seminar class offers a critical overview of the state of development studies and comparative politics (broadly understood) in “developing countries" or the “global South" for students in the social sciences. It is designed to appeal to a range of disciplines and interests and, for graduate students, to aid in research. Given the eclectic nature of the field, it is broad in scope but with a focus on political economy. This seminar course is also designed to relate to "extra-curricular" development education, and serves as one of the central classes in the graduate programme in Political Science and other departments at Dalhousie.

Content

The seminar is intended to provide an overview of approaches to, and issues and actors in, the field of (under)development studies. Analyses of "development" have undergone major changes over the past couple of decades as i) the development trajectories of countries in the erstwhile "Third World" have become increasingly diverse and differentiated; ii) the world economy has undergone profound processes of structural change (often referred to as globalization) and more recently, protracted and far-reaching crises; and iii) global politics has transited from the relative stability of post-Second World War bipolarity into a new era of fluidity, diversity and uncertainty. The seminar schedule includes a section on the history of the idea of "development" and development theories, and the nature of the contemporary global changes that condition opportunities for development; a section on core actors in contemporary development, including the state (in its various forms), international organizations and "global governance", NGOs and civil society, and Transnational Corporations (TNCs) and the private sector; and a section on critical issues in development, such as the role of women/gender, security and “peacebuilding”, the environment and sustainable development, and governance and democratization.

Structure

The course is organized around a weekly seminar. Given the centrality of this meeting, all participants are expected to attend, to complete the assigned readings, and to contribute to
discussions. In addition, each participant will prepare and present a seminar “position paper” on one of the topics under discussion by the class. The presentations should be brief and succinct - no more than 20-25 minutes. The use of handouts, Powerpoints, and/or videos to enhance these oral presentations is encouraged but not required.

**Participation and Evaluation**

In addition to the seminar paper referred to above (approximately 6 pages in length), there will be a book/article review assignment (maximum 6 pages graduates; 4 pages for undergraduates) near the mid-point of the course (due **Friday, 10 February**), and a term paper on a set topic.

The deadline for submission of term papers is **Friday, 7 April**. Late papers will be penalized. Papers should be no more than 20 typed double-spaced pages for graduates and 15 typed double-spaced pages for undergraduates, and presented in proper academic style, with bibliography, notes, subheadings, etc.

The grade for the course will be arrived at approximately as follows:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>seminar paper/presentation</td>
<td>20%</td>
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<tr>
<td>book/article review</td>
<td>20%</td>
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<tr>
<td>class participation</td>
<td>15%</td>
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<tr>
<td>term paper</td>
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**Development Education**

There are regular "dev ed" and other relevant activities on campus and in the city associated with the programmes in IDS at both Dalhousie and SMU, the Centre for the Study of Security and Development, and various NGOs in the community. Students in this class are expected to attend at least some of these events to broaden and reinforce their familiarity with development issues, and are encouraged to bring issues and insights from these events into class discussions.

**Assigned Readings**

The required text for the course is Anthony Payne and Nicola Phillips, *Development* (Polity 2010). It is available from the Dalhousie bookstore. All other required readings will be available electronically through the Killam Library.
SCHEDULE
(Note: additional readings may be posted during the course of the semester)

I. Course Introduction

Part I: Historical and Theoretical Perspectives on "Development"

II. The Historical Development of “Development”

Payne and Phillips, 1-84

Recommended (for this week and next):

J. Martinussen, Society, State and Market (1997), esp. 1-113
J. Larrain, Theories of Development: capitalism, colonialism and dependency (1989)

III. The ‘Great Debates’: Modernisation, Dependency and Beyond

Payne and Phillips, 85-144.
J. N. Pieterse, Development Theory, 2nd edition, ch. 6: “My paradigm or yours? Variations on Alternative Development” (available as e-book from the Killam Library)

Recommended:

Martinussen, 289-308
Cowen and Shenton, Parts II and III
IV. The South in the Capitalist World System: globalization, regionalisms, differentiation

E. Gudynas, “Beyond varieties of development: disputes and alternatives.” Third World Quarterly, 37 (4), 2016,

Recommended:
J. Mandle, Globalization and the Poor (2003), 1-38
http://site.ebrary.com/lib/dal/Doc?id=10214897

**Part II: Actors**

**V. The State**


**Recommended:**

Other contributions to Woo-Cumings (ed.), *The Developmental State.*


Martinussen, *Society, State and Market*, 165-274


(Book/Article Reviews due, 9 February)

**VI. Multilateralism and ‘Global Governance’**

http://www.informaworld.com/smpp/content~content=a727188168~db=all~order=page
http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=fd46c1aa-8613-48cb-9668-5409e16a6188%40sessionmgr4007
http://www.e-ir.info/2016/01/18/the-sustainable-development-goals-an-assessment-of-ambition/

Recommended:
A. Acharya, “‘Idea shift’: how ideas from the rest are reshaping global order.” Third World Quarterly, 37 (7), 2016, 1156-1170.
http://www.tandfonline.com/doi/full/10.1080/01436597.2016.1154433
http://www.tandfonline.com/doi/pdf/10.1080/01436597.2014.915160
http://www.tandfonline.com/ezproxy.library.dal.ca/toc/ctwq20/32/1
J. Sachs, The End of Poverty (2005), 244-328, 347-368.
J. Stiglitz, Globalization and its Discontents (2002), esp. 3-52

VII. Reading Week

VIII. NGOs/Civil Society


M. Ahmad, “The ‘Partnership between international NGOs and Local NGOs in Bangladesh.” Journal of International Development, 18, 2006, 629-638.

Recommended:


J. Fisher, Nongovernments: NGOs and the Political Development of the Third World (Kumarian, 1998), esp. 1-37


IX. Transnational Corporations and the Private Sector

http://www.tandfonline.com/doi/abs/10.1080/14747730701695760

http://www.tandfonline.com/doi/abs/10.1080/13563460903288213


**Recommended:**


http://www.tandfonline.com/doi/pdf/10.1080/01436597.2014.868985

A. Sumner, “Foreign Direct Investment in Developing Countries: have we reached a policy ‘tipping point’?”, *Third World Quarterly*, 29: 2 (2008), 239-253.  
http://www.informaworld.com/smpp/content~content=a789523460~db=all~order=page

http://www.heinonline.org/HOL/Page?handle=hein.journals/glogo7&id=1&size=2&collection=journals&index=journals/glogo


Martinussen, *Society, State and Market*, 122-128


**Part III: Issues**

**X. Environment and Sustainable Development**


Recommended:


World Commission on Environment and Development, Our Common Future (1987)

Martinussen, Society, State and Market, 143-161


XI. Women/Gender/Development


Recommended:

XII. Security and Development


Recommended:


M. Duffield, Development, Security and Unending War (Pluto 2007), esp. ch. 9.


G. Sorensen, "Development as a Hobbesian dilemma", Third World Quarterly, 17 (5), 1996, 903-16

XIII. Disability and Development


Recommended:
Articles in Special Issue of Third World Thematics, 1 (2), 2016, on “Disability and Global Development.” http://www.tandfonline.com/toc/rtwt20/1/3?nav=tocList

(Research Essays Due 9 April)

Some Journals relevant to international development

Alternatives
Canadian Journal of Development Studies
Development and Change
Journal of Democracy
IDS Bulletin
Journal of Developing Areas
Journal of Development Studies
Journal of International Development
Monthly Review
New Internationalist
New Political Economy
ODI (London) Briefings (occasional)
Review of African Political Economy
Review of International Political Economy
Socialist Register
Studies in Comparative International Development
Third World Quarterly
World Development
World Policy Journal
World Politics

Annuals on aspects of international development

Bread for the World Institute, Hunger Economist, The World In
MSF, Annual Report
IISS, Strategic Survey
UNDP, Human Development Report
UNICEF, State of the World's Children
Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

What does academic integrity mean?
At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student’s responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?
We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

• Make sure you understand Dalhousie’s policies on academic integrity (http://academicintegrity.dal.ca/Policies/)
• Do not cheat in examinations or write an exam or test for someone else
• Do not falsify data or lab results
• Be sure not to plagiarize, intentionally or unintentionally, for example...
• Clearly indicate the sources used in your written or oral work. This includes computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
• Do not use the work of another from the Internet or any other source and submit it as your own
• When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
• Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help?
If you are ever unsure about any aspect of your academic work, contact me (or the TA):
• Academic Integrity website http://academicintegrity.dal.ca/
  Links to policies, definitions, online tutorials, tips on citing and paraphrasing
• Writing Centre (http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)
  Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
• Dalhousie Libraries Workshops (http://libraries.dal.ca/)
  Online tutorials, citation guides, Assignment Calculator, RefWorks
• Dalhousie Student Advocacy Service (http://studentservices.dal.ca/services/advocacy.html)
  Assists students with academic appeals and student discipline procedures.
• Senate Office (http://senate.dal.ca)
  List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

What will happen if an allegation of an academic offence is made against you?
As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf) and includes the following:
• Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
• Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
• If the case proceeds, you will receive a PENDING grade until the matter is resolved
• If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence. Updated August 2011.

Student Accommodation

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.
Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.
A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to notetaking@dal.ca
Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

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