This class offers a critical overview of the state of development studies and comparative politics (broadly understood) in "developing countries" or the "South" for students in the social sciences. It is designed to appeal to a range of disciplines and interests and to aid in graduate 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 programmes in Political Science and International Development Studies 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) development in much of the erstwhile "Third World" has proven elusive, while in other parts (e.g. "the BRICS") growth and influence has accelerated; ii) the world economy has undergone profound processes of structural change (often referred to as Globalization) and more recently, protracted and far-reaching crisis; 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 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

Attendance & participation; Seminar Presentation & Position Paper

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 minutes – and where there is more than one presentation, should be closely coordinated with other presenters on the topic. The use of handouts, PowerPoints, and/or videos to enhance these oral presentations is encouraged but not required. The presentation should involve identifying the key issues that deserve discussion, preferably in the form of questions that can generate debate and reflection. Additionally, the presentation and the accompanying paper (5 pages) that is due on date of presentation requires an awareness and knowledge of the main argument of the author(s), and a brief assessment of the strengths and weaknesses of the author (s’) central argument or concepts. Comment here on whether the author(s’) evidence really supports what they set out to do and their conclusions. Say why you agree or disagree with their argument and conclusions, drawing on questions and issues that have been raised in other readings, lectures, and/or discussions from the course.

Article Review
In addition to the seminar paper referred to above (approximately 5 pages in length), there will be a book/article review assignment (maximum 6 pages graduates; 5 pages for undergraduates) at the mid-point of the course (due Friday, 11 February 2020). The review paper must focus on any of the substantive topics discussed by 11th Feb. 2020. In the review, you would be expected to select any two required readings, identify the central questions, main points, concepts and compare and contrast between the different points and arguments made. Rather than analyzing all the ideas that the authors present, you should focus in depth on one or two significant questions. Keep in mind that the review paper is not the same as a summary. A good synthesis of a text requires an awareness and knowledge of the author’s style of thinking, not just the facts that are presented to support an argument.

Term Paper
Finally, there is a term paper on a set topic. The deadline for submission of term papers is Tuesday March 31st, 2020. Late papers will be penalized. The paper topics, chosen after consulting the instructor, should be no more than 15 typed double-spaced pages for graduates and 10 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>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>seminar paper/presentation</td>
<td>20%</td>
</tr>
<tr>
<td>book/article review</td>
<td>20% (Due 11th Feb. 2020)</td>
</tr>
<tr>
<td>class attendance &amp; participation</td>
<td>15%</td>
</tr>
<tr>
<td>Term paper</td>
<td>45% (March 31st, 2020)</td>
</tr>
</tbody>
</table>

Late papers will be penalised 2% per working day.
The grading thresholds are as follows for graduate students:

- 90-100 = A+
- 77-79 = B+
- 85-89 = A
- 73-76 = B
- 80-84 = A-
- 70-72 = B-
- Below 70 = F

The grading thresholds are as follows for undergraduates:

- 90-100 = A+
- 77-79 = B+
- 65-69 = C+
- 50-54 = D
- 85-89 = A
- 73-76 = B
- 60-64 = C
- below 50 = F
- 80-84 = A-
- 70-72 = B-
- 55-59 = C-

Please note that the deadline by which a student may withdraw without a ‘W’ is 4th Feb. 2019, and March 11th, 2019 with a ‘W’.

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

I. Course Introduction (January 7th)

II. The Historical Development of “Development” & Modernization theory (January 14th)

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 Continued’: Dependency and Beyond (January 21st)

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)
http://www.informaworld.com/smpp/content~content=a727188168~db=all~order=page

Recommended:

IV. The South in the Capitalist World System: globalization, regionalisms, differentiation (January 28th)


http://journals.cambridge.org.ezproxy.library.dal.ca/action/displayIssue?decade=2000&jid=RIS&volumeld=29&issuelld=04&iid=188558

Recommended


V. The State (February 4th)


Recommended:

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


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


VI. Transnational Corporations and Foreign Investment (February 11th) (Book/Article Reviews due)


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


Recommended

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

Recommended:


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


Winter Study Break (17th to 21st February)
VII. Multilateralism and ‘Global Governance’ (February 25th)


Recommended:

http://journals.cambridge.org.ezproxy.library.dal.ca/action/displayIssue?decade=2000&jid=RIS&volumeld=29&issueld=04&iid=188558
http://www.e-ir.info/2016/01/18/the-sustainable-development-goals-an-assessment-of-ambition/

A. Payne, “How many Gs are there in 'global governance' after the crisis? The perspectives of the 'marginal majority' of the world’s states.” International Affairs, 86:3 (2010), 729-740.
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.ezproxy.library.dal.ca/doi/10.1080/01436597.2016.1154433
http://www.tandfonline.com.ezproxy.library.dal.ca/toc/ctwq20/32/1
J. Sachs, The End of Poverty (2005), 244-328, 347-368.

VIII. NGOs/Civil Society (March 3rd)

(See also the other articles in this special section on international NGOs)


Both in: http://www3.interscience.wiley.com/cgi-bin/jissue/112658846

Recommended:

http://www.tandfonline.com/doi/full/10.1080/01436597.2015.1235018


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


Martinussen, *Society, State and Market*, 309-319, 331-341


A. Hudock, “NGOs’ Seat at the Donor Table: Enjoying the Food or Serving the Dinner?” *IDS Bulletin*, 31 (3), 2000, 14-18

IX. Women/Gender/Development (March 10th)


http://www.tandfonline.com/doi/pdf/10.1080/01436597.2016.1173511

Recommended

X. **Democratization and Human Rights (March 17th)**


**Recommended**


XI. **Security and Development (March 24th)**

http://search.proquest.com.ezproxy.library.dal.ca/docview/204909171/fulltextPDF/AB68F3D6DD0F4710PQ/6?accountid=10406


Recommended:


http://www.tandfonline.com.ezproxy.library.dal.ca/doi/abs/10.1080/14678802.2010.500523


http://www3.interscience.wiley.com/cgi-bin/jissue/112216896

http://www3.interscience.wiley.com/cgi-bin/fulltext/121430302/PDFSTART


XII. Environment and Sustainable Development (March 31st) (Research Essays Due)


Recommended:


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

Martinussen, Society, State and Market, 143-161

Other Important Information

Territorial Acknowledgement

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people.

Academic Integrity

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

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.

Students are reminded that plagiarism (handing in another person's work as one's own or exact copying of the words of another author without attribution), submitting the same essay to more than 1 course, and close paraphrasing (reliance on a source with only minor alterations in wording) are unacceptable. Any paper submitted by a student may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dal web at: (read more: https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement • Accessibility

The Advising and Access Services Centre is Dalhousie's Centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of the term. Please see www.studentaccessibility.dal.ca for more information and to obtain the Request for Accommodation – Form A. A note taker may be required to assist a classmate. There is an honorarium of $75/course/term. If you are interested, please contact OSAA at 494-2836 for more information. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.
Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class (read more: http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html)

- **Student Code of Conduct**
  Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

**Diversity and Inclusion – Culture of Respect**
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).
(read more: http://www.dal.ca/cultureofrespect.html)

**University Policies and Programs**

Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures
http://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices.html

Scent-Free Program
http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

**Learning and Support Resources**

General Academic Support – Advising
http://www.dal.ca/campus_life/student_services/academic-support/advising.html

Fair Dealing Guidelines

Library
http://libraries.dal.ca
Black Students
http://www.dal.ca/campus_life/student_services/black-student-advising.html

International Students
http://www.dal.ca/campus_life/student_services/international-centre.html

Student Health Services
http://www.dal.ca/campus_life/health-and-wellness/health-services.html

Counselling
http://www.dal.ca/campus_life/student_services/health-and-wellness/counselling.html

Copyright Office
http://www.dal.ca/dept/copyrightoffice.html

E-Learning website
http://www.dal.ca/dept/elearning.html