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

Participation; Seminar Presentation & Position Paper

This course, which is divided into weekly modules, is offered online through the internet using Brightspace to structure weekly readings, discussions, and assignments. All participants are expected to complete the assigned readings, and to contribute to discussions. The quality and quantity of your posts will determine your participation mark in this course.
Each student will lead assigned class discussions. The assigned leader sets the tone for the week by posting discussion questions. Other students respond to these questions. Each student will self-enrol by signing up for the week they would like to lead Seminar presentations.

**Discussion Leader Responsibilities:**
1. Post 2 discussion questions by Monday at 7:00am AST. Discussion questions are based on the required readings for the week. When you post each question, you should also provide a brief introduction (1-2 paragraphs maximum) to provide context (from the readings and your own experiences as relevant).
2. Respond to student postings with further comments, critique, or additional resources.
3. At the end of the week (Friday) provide a BRIEF (2 page maximum for each question) summary of the discussion. Drawing on questions and issues that have been raised in the readings and discussions, draw your conclusions on why you agree or disagree with the various arguments and discussions.

**Other Students:**
1. Provide a response to each discussion question posted by the leader (2) before 12:00am (midnight) AST on Wednesday latest, and 2 or more responses to peer posts by Friday 12:00 pm (noon) Atlantic Time.

**Article Review**
In addition to the leading of a weekly seminar, 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, 16 October 2020). The review paper must focus on any of the substantive topics discussed by 16th October 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 Wednesday 2nd December 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:

- seminar leading/presentation 20%
book/article review 20% (Due 16th Oct. 2020)
class participation 15%
Term paper 45% (Dec 2nd, 2020).

Please submit assignments (book/article review; and term paper through DROPBOX in Brightspace)

Late papers will be penalised 2% per working day.

The grading thresholds are as follows for graduate students:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-100 = A+</td>
<td>77-79 = B+</td>
</tr>
<tr>
<td>85-89 = A</td>
<td>70-72 = B-</td>
</tr>
<tr>
<td>80-84 = A-</td>
<td>Below 70= F</td>
</tr>
</tbody>
</table>

The grading thresholds are as follows for undergraduates:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 = A+</td>
<td>77-79 = B+</td>
</tr>
<tr>
<td>85-89 = A</td>
<td>73-76 = B-</td>
</tr>
<tr>
<td>80-84 = A-</td>
<td>70-72 = B-</td>
</tr>
<tr>
<td>55-59 = C-</td>
<td>Below 50 = F</td>
</tr>
</tbody>
</table>

Please note that the deadline by which a student may withdraw without a ‘W’ is 2nd October 2020, and November 2nd, 2020 with a ‘W’ (early deadline: 18th September 2020).

Assigned Readings

The required text for the course is Anthony Payne and Nicola Phillips, Development (Polity 2010). It is available in a digital text form from the Dalhousie bookstore website. Students just need to choose the course at the bookstore website and follow the directions from there. The link below takes you to Dalhousie University Bookstore course link to POLI 4340 & POLUI 5340, which will enable you to purchase an e-text version of the book.

https://bookstore.dal.ca/CourseSearch/?course%5b%5d=SUB,FALL20,POLI,POLI4340,&

All other required readings will be available electronically through the Killam Library.

SCHEDULE

All discussion weeks start on Monday and discussions are summarized by the discussion leader on Friday. Note that we have one Monday (Thanksgiving day October 12, 2020) this term when Dalhousie is closed, so discussions for that week will commence on Tuesday. The first official day of class this year is September 8, 2020. For this first week, there will be no discussions. Instead,
students will review the syllabus and select the week that they would like to lead discussions. There will be a sign-up sheet where students will indicate the week they would like to lead. A maximum of three students can sign up for each week to lead discussions.

I. Course Introduction & Administrative Matters (Sept 8-11)

II. The Historical Development of “Development” & Modernization theory (Sept 14-18)

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 (Sept 21-25)

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 (Sept 28 to Oct 2nd)**


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**Recommended**


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**V. The State (October 5-9**<sup>th</sup>)**
M. Woo-Cumings, “Introduction: Chalmers Johnson and the Politics of Nationalism and Development”, in Woo-Cumings (ed.), *The Developmental State* (1999), 1-31 - available on google books:  
[http://books.google.ca/books?id=cwP7VmAq7cC&printsec=frontcover#v=onepage&q&f=false](http://books.google.ca/books?id=cwP7VmAq7cC&printsec=frontcover#v=onepage&q&f=false)

[http://www.tandfonline.com.ezproxy.library.dal.ca/toc/rpre20/22/1](http://www.tandfonline.com.ezproxy.library.dal.ca/toc/rpre20/22/1)

[http://www.tandfonline.com.ezproxy.library.dal.ca/toc/fccp20/49/3](http://www.tandfonline.com.ezproxy.library.dal.ca/toc/fccp20/49/3)


**Recommended:**

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


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

[http://www3.interscience.wiley.com/cgi-bin/fulltext/121429502/PDFSTART](http://www3.interscience.wiley.com/cgi-bin/fulltext/121429502/PDFSTART)


[http://www.number-10.gov.uk/output/Page7310.asp](http://www.number-10.gov.uk/output/Page7310.asp)

**VI. Transnational Corporations and Foreign Investment (October 13 - October 16th)**

(Book/Article Reviews due)


[http://www.tandfonline.com/doi/abs/10.1080/14747730701695760](http://www.tandfonline.com/doi/abs/10.1080/14747730701695760)

[http://www.tandfonline.com/doi/abs/10.1080/13563460903288213](http://www.tandfonline.com/doi/abs/10.1080/13563460903288213)

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.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:


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


VII. Multilateralism and ‘Global Governance’ (Oct 19 to Oct 23)


Recommended:

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


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/toc/ctwq20/32/1


P. Cammack, “Attacking the Poor”, *New Left Review*, 13, 2002, 125-134


VIII. NGOs/Civil Society (October 26 to October 30)


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


http://onlinelibrary.wiley.com.ezproxy.library.dal.ca/store/10.1111/dech.12034/asset/dech12034.pdf?v=1&t=i39jjeev&s=d2975f2c7d62e6a89c415d5579b9441c8b58c6c

http://www.tandfonline.com.ezproxy.library.dal.ca/toc/rcjd20/24/3#.Usy53I1Q0g0


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

Recommended:


http://www.tandfonline.com.ezproxy.library.dal.ca/toc/rcjd20/24/3#.Usy53l1Q0g0
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 (November 2 to November 6th)

http://www.tandfonline.com.ezproxy.library.dal.ca/toc/ctwq20/30/2

Recommended

Study Break: No Class (Online) Discussions (Nov 9 to November 13)

X. Democratization and Human Rights (November 16 to November 20th)
http://muse.jhu.edu.ezproxy.library.dal.ca/journals/human_rights_quarterly/toc/hrq27.1.html


**Recommended**


**XI. Security and Development (November 23 to November 27th)**


**Recommended:**


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


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

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


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


http://search.proquest.com.ezproxy.library.dal.ca/docview/208860238/142D52A9FC03290D3D6/2?accountid=10406

Recommended:


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](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](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](http://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](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 do not 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](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](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](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