COURSE DESCRIPTION

This seminar provides students with a graduate level introduction to the politics of development and underdevelopment. It examines diverse theoretical approaches to understanding and explaining development or the lack thereof, and aims to enable students to apply these approaches to current issues and debates. Following completion of the course students should be able to convincingly answer the following questions:

1) What are the strengths and weaknesses associated with the main approaches to understanding the politics of development and underdevelopment?
2) How can these approaches explain the prospects and pitfalls of present international and global efforts to reform institutions, policies and practices?
3) What are the principal political challenges to reforming the United Nations, the development assistance framework and the world trading system in ways that might facilitate social or economic ‘development’?
4) How have the key players and topics in the North-South debate changed or remained the same over the past decades?
5) What are the major innovations in development thinking and practice since 1944?

The first part of the course considers approaches to knowing about development and underdevelopment that have taken on renewed relevance as market fundamentalism and the neoliberal policy prescriptions of the Washington Consensus era have fallen into increasing disrepute. After the stock taking session in week seven, students will have an opportunity to apply these approaches to several topics that development advocates, policymakers, researchers and service deliverers are presently engaging. During the second part of the course students will consequently learn about the latest developments in several thematic areas, and develop their own ways of thinking about them.
TEXTS

Many readings have been selected from five key texts. It is strongly recommended that students purchase these texts. Required readings marked with an “*” are available at the reserve desk in the library. All other required readings are available at the URLs specified below. Consult the course instructor if you have difficulties locating any of the additional readings.


REQUIREMENTS AND ASSESSMENT

1. **Class presentations:** During the first seminar each student will select two required readings from the course. Students will be responsible for introducing (not summarizing) these readings to the seminar on the assigned days. These presentations should highlight key issues and concepts, articulate various strengths and weaknesses of the reading, and raise several questions for further discussion. (10%)

2. **Weekly précis/opinion pieces:** From week three through week twelve students will submit a one-pager at the beginning of the seminar. Each submission will contain a short précis of the key issues, concepts or debates discussed in the readings, and an opinion on any particular aspect of the readings that week. (10%)

3. **Seminar attendance and participation:** (15%)

4. **Review essay:** For this assignment students will select one of the five core texts and produce a scholarly review essay. Students could consult a guide to structuring review essays available at: http://urban.hunter.cuny.edu/~apolsky/REVIEWESSAYF03.htm. The paper should be no longer than 3200 words.

**Due date: 21 October** (25%)
5. **Term paper:** Students will be responsible for identifying a theoretical issue, thematic area, or debate that they would like to investigate, formulating the question to be answered, conducting the research needed to answer the question, and presenting it in written form as a research paper. The paper should draw upon at least two of the core texts and other material from the course. The paper will require additional, non-course research and be **no longer** than 6000 words, excluding the bibliography.  
**Due date: 10 December**  
(40%)

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**LATE PENALTY**

Late submissions will be penalized at a rate of three (3) percent of the grade for that assignment per day, including weekends and holidays.

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**ACADEMIC MISCONDUCT**

Students are advised that transgressions relating to plagiarism, misrepresentation of personal performance and/or damage to the integrity of scholarly exchanges will be strictly enforced according to the rules of the university. According to the general regulations governing Academic Misconduct in the Graduate Calendar, **plagiarism** involves:

> …the…expression of ideas or other work of others as one’s own. It includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and representing these as one’s own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks.

If you are uncertain about whether or how to reference the work of others please speak with the course instructor and/or consult the University’s policy on academic misconduct, which can be found at the following link: http://www.uoguelph.ca/Registrar/calendars/graduate/current/genreg/sec_d0e1025.shtml.
COURSE OUTLINE

WEEK ONE: Introduction (16 September)
Introduction to the course, review of requirements, expectations and assessment

PART ONE: POLITICAL/THEORETICAL PERSPECTIVES

WEEK TWO: The United Nations and the politics of economic development (23 September)

Required readings
Toye & Toye, Introduction, pp. 1-16; The UN trade and development debates of the 1940s, pp.17-44; The UN recruits economists, pp. 45-62; From full employment to economic development, pp. 87-109.

WEEK THREE: Modernization approaches: Yesterday and today (30 September)

Required readings
Fukuyama, Forward to Huntington (2006).
Huntington, Chapter 1.
Toye & Toye, Competitive coexistence and the politics of modernization, pp. 163-183.

Additional readings
Leys, Samuel Huntington & the end of classical modernization theory, pp. 64-79.

WEEK FOUR: Structuralism, dependency and critical political economy (7 October)

Required readings
WEEK FIVE: Human development/development as freedom (14 October)

Required readings
Sen, Introduction, pp. 3-11; The perspective of freedom, pp. 13-34; The ends and the means of development, pp. 35-53; Poverty as capability deprivation, pp. 87-110.

Additional reading

WEEK SIX: Post-development/Anti-development (21 October)

Required readings
Escobar, Introduction, pp. 3-20; Conclusion, pp. 212-226 and one of: Economics and the space of development, pp. 55-101; Power and visibility: Tales of peasants, women and the environment, pp. 154-211.

WEEK SEVEN: taking stock: development theory, thinking & practice (28 October)

Required readings
Leys, The rise and fall of development theory, pp. 3-44.
Additional readings

PART TWO: APPLYING PERSPECTIVES ON DEVELOPMENT

WEEK EIGHT: Reforming the UN, the Bank and the Fund (4 November)

Required readings

Additional readings

WEEK NINE: Development assistance and aid effectiveness (11 November)

Required readings

Additional readings
WEEK TEN: Trade and trade policies for development (18 November)

Required readings
*Toye & Toye, pp. 287-298.

Additional readings

WEEK ELEVEN: Gender and sustainable development (25 November)

Required readings

Additional readings

WEEK TWELVE: Culture, corruption and corporate social responsibility (2 December)

Required readings

Additional readings