

POLI 374 – Political Development -- Fall 2013
MWF, 10-10:50, CCC 324

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Course Description

What is the developing world? What role do developing countries play in today's global economy? What is the nature of the relationship between economic and political development? What explains divergent economic and political outcomes in different countries? Why is grinding poverty such a persistent problem in many developing countries? Is globalization helping or hurting the Global South? What are the connections between the First and Third Worlds? Do people in the United States have reason to be concerned or interested in what goes on in developing countries? We will explore these questions in this course that examines political and economic development in what is variously referred to as the developing world, the Third World, or the Global South.

In spite of revolutionary advances in technology and production, still today a majority of the world's population does not have access to clean, safe drinking water, close to a billion people lack access to enough food for adequate nutrition,¹ child labor persists, and children die on a daily basis from something as simple to treat as dysentery. How is this possible? Why, given the world's tremendous productive capacity, are the lives of so many so miserable? Can economic growth and development end poverty? What else is required? These are some of the central questions at the heart of this course, and as you will see, there are no simple or easy answers.

We begin by reviewing of the historical origins of the Third World. We then examine post-war debates about economic development and review the major political and economic strategies pursued by independent Third World states in the latter half of the 20th century. In the second half of the course we apply the theoretical tools we have acquired to study political and economic development patterns in three of the largest and most important countries in the developing world: India, Nigeria, and Brazil. We will also examine issues of gender equality, environmental sustainability, corruption, and conflict as they relate to development in these countries.

Intended Learning Outcomes

- 1) Students will become more cognizant of and concerned about of the realities of poverty and injustice that characterize the lives of the majority of the world's population.
- 2) Students will be able to summarize major theoretical explanations for underdevelopment, identify key differences between them, and think critically about their usefulness.
- 3) Students will be able to identify, discuss, and critique arguments for and against globalization.
- 4) Students will be able to employ theories of development and democratization to explain significant political and economic developments in India, Nigeria, and Brazil.

Course Requirements and Grading

Your grade will be based on your performance in the following areas:

Attendance, Participation, & Brief writing assignments	25%
Paper #1 – <i>Things Fall Apart</i>	20%
Mid-term Exam	15%
Paper #2 – Biography or Issue paper	25%
<u>Final Exam</u>	<u>15%</u>
Total	100%

¹ FAO in 2010 estimated that 925 million people in the world are malnourished. Cited in “2012 World Hunger and Poverty Facts and Statistics.” Online: <http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm>

Required Texts

- Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. 2012. *Introduction to International Development: Approaches, Actors, and Issues, 2nd Edition*. Oxford University Press. (Available through Text Rental) **Hereafter referred to as “HSB”**.
- Chinua Achebe. 1959. *Things Fall Apart*. New York: Anchor Books. (Available for purchase at bookstore)
- Mark Kesselman. 2013. *Introduction to Politics of the Developing World: Political Challenges and Changing Agendas, 6th Edition*. Wadsworth, Cengage Learning. Chapters on India, Nigeria, and Brazil.
Important note on accessing this text: We will be using 3 chapters from this textbook and there are several ways you can get access to them:
 1. You may purchase the three individual chapters on India, Nigeria, and Brazil as e-chapters from the publisher. Each e-chapter costs \$9.49. E-chapters can be purchased at: www.cengagebrain.com
 2. You may purchase a copy of the textbook itself.
 3. A copy of the textbook is also on reserve for this class in the library.
 4. If you are taking POLI 160 – Comparative Politics with me this semester, the textbook we are using for that class contains these exact same chapters; just use the same textbook for both classes.
- In addition there are a number of E-reserve readings; some are located in the “Content” section of this class’s D2L page and others on our Library E-reserves. Look in the parentheses at the end of each citation for its location. Library E-reserves can be accessed by going to our class’s D2L homepage and clicking on the “E-reserve” link on the very top banner.

Attendance and Participation

Class sessions will combine both lecture and discussion. Attendance and participation in class discussions is a crucial part of this course and will count towards 25% of your grade. You are expected to attend all class sessions and film screenings and to come prepared to discuss the readings assigned for that day. More than **two** unexcused absences will result in a lowering of your participation grade, and ***if you miss more than nine classes during the semester (3 weeks) you will forfeit any points for attendance and participation.*** In addition to regular attendance, active and informed participation in class discussions is also very important. I will keep a record of student participation and will refer to it when I calculate this portion of your grade.

During the course of the semester I may assign a few brief (10 minute) homework or in-class writing exercises based on the assigned readings for that day. Graded either with a check, check-plus, or check-minus, in-class writing assignments will factor into your participation grade. Make-ups for these assignments will be granted only by previous arrangement or if you can demonstrate a medical excuse.

Papers

There are two papers assigned for this course. The first is a short paper (4-5 double-spaced pages) on the novel *Things Fall Apart* and will be due on **September 20**. The second paper (6-9 double-spaced pages) will involve some outside reading and will be due at the end of the semester. Specific guidelines for each paper will be distributed well in advance of their due dates.

Exams

The midterm and final will both be in-class exams; the dates for both are listed in the course outline below. Study guides will be provided.

Academic Integrity: All students are expected to abide by the guidelines for academic integrity contained in the UW System Administrative Code. As a student it behooves you to be well acquainted with these guidelines and to understand clearly what constitutes plagiarism, as violations can result in severe consequences. We will use the plagiarism detection program, Turnitin.com, via D2L. You will upload both papers to the appropriate D2L dropbox, which is connected to the Turnitin.com database. **Please note that if you fail to upload a paper to D2L you will not receive credit for the assignment.**

Current Events

The things we will be studying are directly relevant to much that is taking place in the news. You are expected to read a newspaper with good coverage of international events on a daily basis. I recommend the *New York Times*, *The Guardian* (London), or *Al Jazeera*; each of which can be accessed for free online. I also recommend listening to National Public Radio's (NPR) news programs, which are a great way to keep up with both domestic and international news. You may also want to consider subscribing to "UN Wire" (it is free), which is an e-mail news service that sends links to stories from a variety of prominent global news sources on issues related to peace and war, international relations, the United Nations, development, poverty, etc. This is an excellent way to keep abreast of important developments in the world and begin to expand the number of news sources you read.

Once during the semester each student will be expected to make a brief (5-minute) presentation at the start of class on a recent article related to development, Third World issues, or a specific developing country. You **must** pick stories from a **news outlet that is well respected for its coverage of international affairs**. The following are all excellent sources, which I recommend. If you want to use a story from a source not listed here, please consult with me first.

Acceptable Sources:

- *New York Times* (www.nytimes.com)
- *The Guardian* (London) (www.guardian.co.uk)
- *Al Jazeera* (for coverage of Iran and the Middle East) (<http://www.aljazeera.com/>)
- *The Independent* (London) (<http://www.independent.co.uk>)
- *The Economist* (available in the periodicals section of the library)

A sign-up sheet will be passed around at the beginning of the semester. You will not be graded for this.

Movies

I will show several films over the course of the semester. They are an important part of the curriculum and there will be exam questions based on them, so it is important that you watch them.

Communications and Technology

- There is a **D2L** section set up for this class, which you should access regularly and get accustomed to using. There you will find the syllabus and other materials that you will need for this class as they become available. There is also a news box that I will use to post announcements and reminders. Lecture power points will be posted on the D2L Content page. You will also upload the two assigned papers to the D2L dropbox.
- In addition, I will be using **Remind 101** in order to communicate with the class. You can choose either to receive my messages as texts on your cell phone or as e-mails. Take a moment to subscribe to Remind 101, so that you don't miss any important communications from me. Instructions for subscribing (this is a free service) can be found on the last page of the syllabus.

Classroom Etiquette

- Please turn off your cell phones and refrain from eating in class. Bringing a drink is fine.
- Arriving late or leaving the room during class is disruptive. Please make every effort to be on time and do not leave in the middle of class. If you have to leave class early for some reason, please be kind enough to let me know before class begins.

Class Schedule and Reading Assignments

Week 1: Introduction

9/4 – Introduction to the course and each other

9/6 – What is the developing world & why should we study it?

Readings:

1. HSB, Ch. 1, “Meaning, Measurement, and Morality in International Development,” ending at section on “Global Ethics and International Development”, pp. 3-22 (ending at “Ethical Behavior and the Development Practitioner”)
2. December Green & Laura Luehrmann. 2007. *Comparative Politics of the Third World: Linking Concepts and Cases, 2nd Edition*. Lynne Rienner Publishers. Figure 1.1 “Global Village”, p. 3-4 (E-reserves)
3. Achebe, Chapters 1-5

Week 2: Colonialism

9/9 – Pre-colonial History

Readings:

1. December Green and Laura Luehrmann. 2007. *Comparative Politics of the Third World: Linking Concepts and Cases, 2nd Edition*. Lynne Rienner Publishers. Ch. 2 (E-reserves)
2. Achebe, Chs. 6-8

9/11 – European Colonialism

Readings:

1. HSB, Ch. 2, “Imperialism and the Colonial Experience”
2. Achebe, Chs. 9-13

9/13 – Legacies of Colonialism

Readings:

1. HSB, Ch. 7 “State of the State”, pp. 127-130 (ending at “Defining the State’s Role in Development”)
2. Achebe, Part 2 & 3

Week 3: Decolonization

9/16 – In class viewing of “From the Barrel of a Gun”

No assigned readings. You should use the weekend to work on your paper.

9/18 – Decolonization & Discussion of “From the Barrel of a Gun”

Reading: December Green and Laura Luehrmann. 2007. *Comparative Politics of the Third World: Linking Concepts and Cases, 2nd Edition*. Lynne Rienner Publishers. Ch. 4 (E-reserves)

9/20 - Discussion of *Things Fall Apart*

DUE IN CLASS: Paper on *Things Fall Apart*

Week 4: Post–War Economic Development

9/23 – Post-war Theories of Development & Statism

Reading: HSB, Ch. 3, “Theories of Development”, pp. 45-58 (ending at “Marxism”); and Ch. 7, “State of the State: Does the State Have a Role in Development?”, pp. 130-134 (ending at “The Rise of and Justification for Neoliberalism”)

9/25 – The Asian NICS and the Developmental State

Reading: John Rapley. 2007. *Understanding Development: Theory and Practice in the Third World, 3rd Edition*. Boulder, CO: Lynne Rienner Publishers. Ch. 6. (E-reserves)

9/27 – The IMF, the Debt Crisis, and the Rise of Neoliberalism

Reading: HSB, Ch. 9, “The International Financial Institutions”, pp. 159-168 (ending at “The IMF and the Asian Crisis”)

Week 5: The Debt Crisis & Neoliberalism

9/30 – In-class screening of “Life and Debt” (*Running Time: 86 minutes*)

Reading: HSB, Ch. 7, “State of the State: Does the State Have a Role in Development?”, pp. 134-137

10/2 – Finish screening “Life and Debt” & Discussion

Reading: HSB, Ch. 15, “Free Trade and Fair Trade”, pp. 279-289

10/4 – Debt and Development

Readings:

1. HSB, Ch. 14, “Debt and Development”
2. Carey L. Biron. “Norway blazes a trail with audit of developing world debt.” *The Guardian*, August 20, 2013. (E-reserves)

Week 6: Globalization

10/7 – Debating Neoliberal Globalization

Readings:

1. HSB, Ch. 6, “Globalization and Development”, pp. 107-115.
2. Thomas Friedman. “The Lexus and the Olive Tree: Understanding Globalization.” In *The Politics of Globalization: A Reader*, Mark Kesselman ed. Boston & New York: Houghton Mifflin Co., pp. 59-65.
3. Branko Milanovic. “The Two Faces of Globalization: Against Globalization As We Know It.” In *The Politics of Globalization: A Reader*, edited by Mark Kesselman. Boston & New York: Houghton Mifflin Company, pp. 96-109. (E-reserves)
4. Joseph Stiglitz. “On the Wrong Side of Globalization.” *New York Times Opinion*. March 16, 2014. http://opinionator.blogs.nytimes.com/2014/03/15/on-the-wrong-side-of-globalization/?_php=true&_type=blogs&ref=opinion&r=0

Note: This is about the Trans Pacific Partnership. One of the main points he makes is that trade barriers are already low. What the TPP will do will be to gut regulations.

10/9 – Review for Mid-term Exam

10/11 – MIDTERM EXAM

Week 7: India: The World’s Largest Democracy

10/14 – Indian Independence and Nation Building

In-class screening: “A Force More Powerful - India: Defying the Crown.” (30 mins.)

Reading: Kesselman, E-Ch. India, Section 1 “The Making of the Modern Indian State” (E-reserves)

10/16 – The Puzzle of Indian Democracy

Readings:

1. HSB, Ch. 16 “Democracy” (Note: Skip sub-section entitled, “Explaining Democratization: Structure or Actors? The National or International Arena?” on pp. 301-307)
2. Kesselman, E-Ch. India, Section 4, pp. 131-133, section entitled: “Political Culture, Citizenship, and Identity”

Reading Questions:

- What is democracy? What is the difference between “procedural” and “substantive” democracy?
- Should we measure democracy simply by elections or are there other things we need to look at?
- What factors do you think are important in terms of promoting democratic consolidation?
- What can lead to democratic collapse?
- Is India a democracy? Why or why not?
- How might you explain the survival of democracy in India?

10/18 – India’s “Argumentative Tradition”

Reading: Amartya Sen. *The Argumentative Indian*. New York: Farrar, Straus and Giroux: 2005. Chapter 1, pp. 3-25 and 30-33. (E-reserves)

Reading Question:

- According to Sen, what is India's "argumentative tradition" and why is it important?

Week 8: Economic Development and Globalization in India

10/21 – Statist Economic Development: From Nehru to Indira Gandhi

Reading: Kesselman, E-Ch. India, Section 2, "Political Economy and Development", & section titled "Economic Performance".

10/23 – Globalized India

Readings:

1. Kirk Semple. "Many U.S. Immigrants' Children Seek American Dream Abroad." *New York Times*, April 15, 2012. (E-reserves)
2. Arvind Subramanian. "Why India's Economy is Stumbling." *New York Times*, August 30, 2013. (E-R)
3. Ravi S Jha. "Redefining Poverty: What does it mean to be poor in India?" *Guardian*, August 23, 2013. (E-reserves)

10/25 – The Winning Side of Globalization, Class Discussion of the film "1-800-India"

Homework: Watch "1-800-India: Importing a White Collar Economy", available online on Films on Demand

Week 9: Gender Inequality & Poverty in India

10/28 – Gender and Development

Reading: HSB, Ch. 5, "Gender and Development: The Struggles of Women in the Global South."

10/30 – Women in India

Readings:

1. Mian Ridge. "The Female Factor: Women Spreading Political Wings with Help of India's Quota System." *The New York Times*, April 28, 2010. (E-reserves)
2. Gardiner Harris. "India's New Focus on Rape Shows Only the Surface of Women's Perils." *New York Times*, Jan. 12, 2013. (E-reserves)
3. Vinita Bharadwaj. "Respect all women my son." *New York Times*, August 28, 2013. (E-reserves)

11/1 – India in the 21st Century: A Complex Reality

Readings:

1. Kesselman, E-Ch. India, Section 5 "Indian Politics in Transition"
2. Mahmood H. Butt. "India's Hype, Hope, and Hazards." In *Annual Editions – Global Issues, 22nd Edition*, Robert M. Jackson, ed. McGraw Hill, 2006/2007: 103-106. (E-reserves)
3. David Rieff. "India's Malnutrition Dilemma." *New York Times*, October 11, 2009. (D2L)
4. Annie Gowen. "India prepares to guarantee right to food for 800 million people." *Guardian*, August 20, 2013. (E-reserves)
5. Gardiner Harris. "India aims to keep money for the poor out of other people's pockets." *New York Times*, Jan. 5, 2013. (E-reserves)

Recommended: Amartya Sen and Jean Dreze. *An Uncertain Glory: India and its Contradictions*. 2013.

Week 10: Nigeria - Post-Colonial Development

11/4 – Political Development and Breakdown in Post-Independence Nigeria

Reading: Kesselman, E-Ch. Nigeria, Section 1

11/6 - Nigerian Post-Independence Political Development Cont.

Reading: Kesselman, E-Ch. Nigeria, Section 3

11/8 – Nigeria’s “Resource Curse”

Reading: Kesselman, E-Ch. Nigeria, Section 2 and section on “Governing the Economy”

Week 11: Oil, Corruption, and Conflict in Nigeria

11/11 - Debating “The Resource Curse” theory & the Geopolitics of Nigerian Oil

Reading (Note: Think about the argument the author is making): **Pages 225-228 & 232-238** in the following article: Okbazghi Yohannes. “The New Oil Gulf of Africa: Global Geopolitics and Enclave Oil-Producing Economies.” In *Reframing Contemporary Africa: Politics, Culture, and Society in the Global Era*, edited by Peyi Soyinka-Airewele & Rita Kiki Edozie. Washington D.C.: CQ Press, 218-240. (E-reserves)

11/13 – Politics, Culture, and Corruption

Readings (Note: Skim stuff on party politics in JKK; identify argument in piece by Sherk):

1. Kesselman, E-Ch. Nigeria, Section 4
2. Donald R. Sherk. 2005. “The Cultural Dimensions of Corruption: Reflections on Nigeria.” In *Civil Society and Corruption: Mobilizing for Reform*, Michael Johnston, ed. Lanham, MD: University Press of America, Inc., pp. 61-70. (D2L)

11/15 – Internal Conflict in Nigeria: The Boko Haram

Readings:

1. IRIN. “Analysis: Understanding Nigeria’s Boko Haram Radicals.” July 18, 2011. (E-reserves)
2. Kate Meagher. “The Jobs Crisis Behind Nigeria’s Unrest.” *Current History*, Vol. 112, No. 754 (May 2013). (E-reserves)
3. Adam Nossiter. “In Nigeria A Deadly Group’s Rage Has Local Roots.” *New York Times*, Feb. 25, 2012. (E-reserves)
4. Adam Nossiter. “In Nigeria, ‘Killing People Without Asking Who They Are.’” *New York Times*, June 5, 2013. (E-reserves)

Week 12: Brazil: Development and the Environment

11/18 – Comparing India and Nigeria (Work in Small Groups)

No assigned readings

11/20 – Overview of Brazil’s Political Development

Reading: Kesselman, E-Ch. Brazil, Section 1 (entire) and Section 2, pp. 107-110.

11/22 – Environment and Development: The Belo Monte Dam

Readings:

1. HSB, Ch. 17, “Environment and Development”
2. Sara Diamond and Christian Poirer. “Brazil’s Native Peoples and the Belo Monte Dam: A Case Study.” *NACLA: Report on the Americas*. Vol. 43, No. 5 (September/October 2010): 25-29.
3. Zachary Hurwitz. “Dirty Business in Brazil: Rousseff Backslides on the Environment.” *NACLA: Report on the Americas*. Vol. 45, No. 1 (Spring 2012): 17-22.

Week 13: Lula’s Brazil: The Battle Against Poverty and Inequality

11/25 – Lula’s Brazil

In class viewing of “Lula’s Brazil”

11/27 – Lula’s Brazil

Discussion of “Lula’s Brazil” and readings

Readings:

1. Aaron Ansell. "Brazil's Social Safety Net Under Lula." *NACLA: Report on the Americas*. Vol. 44, No. 2 (March/April 2011): 23-26. (E-reserves)
2. Robert Hahn and Peter Passell. "Lessons from Latin America: Antipoverty Efforts Can Promote Growth." *US News and World Report*, April 20, 2012. (E-reserves)

11/28-12/1 – THANKSGIVING BREAK – HAPPY TURKEY DAY!!!

Week 14: Brazil in the New Millennium; Addressing Poverty

12/2 – International Forces & Strategies

Readings:

1. HSB, Ch. 15, "Free and Fair Trade," section entitled "The Future of International Trade", pp. 289-292.
2. HSB, Ch. 6, "Globalization and Development", pp. 116-122.

12/4 –Dilma's Brazil: Why and what are Brazilians protesting?

Readings:

1. Kesselman, E-Ch. Brazil, Section 5, "Political Challenges and Changing Agendas" (Note: You do not need to read the last part of Section 5 titled, "Brazilian Politics in Comparative Perspective")
2. Paulo Prada. "Special Report: Why Brazil's middle class is seething." *Reuters*, July 3, 2013. (E-R)
3. Mason Moseley and Matthew Layton. "Prosperity and Protest in Brazil: The Wave of the Future for Latin America?" *America's Barometer Insights*, No. 93. (E-reserves).
4. Vincent Bevins. "Brazil Education Standards Contribute to Learning Crisis." *Los Angeles Times*, November 17, 2012. (E-reserves)

12/6 – Poverty

Reading:

1. HSB, Ch. 13, "Poverty and Exclusion: From Basic Needs to the MDGs," pp. 237-251.
2. Luc Christiaensen and Shantayanan Devarajan. "Make the most of Africa's Growth." *Current History*, Vol. 112, No. 754 (May 2013). (E-reserves)

Week 15: Conclusions on Poverty and Development

12/9 – Workshop: What Have We Learned About Reducing Poverty?

Reading: HSB, Ch. 13, "Poverty and Exclusion: From Basic Needs to the MDGs," pp. 253-258.

12/11 – Conclusions

Reading: HSB, Epilogue "The Future of Development?"

12/13 – Review for Final Exam

FINAL EXAM: WEDNESDAY, DECEMBER 18th, 8:00-10:00AM