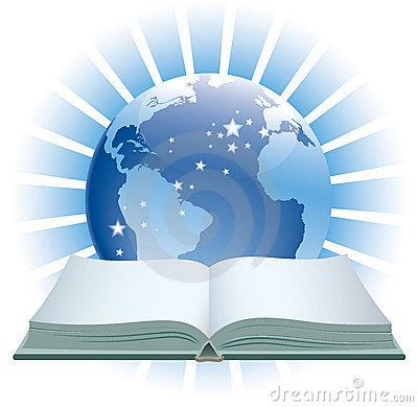


GVPT 282: Politics and the Developing World

Spring 2019

MW 10:00-10:50am in SHM 2101

Syllabus v.1.0



Professor

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Course Description:

Why do some countries remain poor, despite international aid and development assistance? Why have some states transitioned to democracy, while other authoritarian regimes persist? How can the international community responsibly promote economic growth given the global environmental challenges that we face? These are some of the questions that will be asked throughout this course, which will serve to give students a foundation in the study of the developing world. While firm answers may remain elusive as these questions continue to be debated by policymakers and within academic institutions, students will attain a better understanding of the concepts, theories, and data that inform the arguments that compose these debates. In many cases, students may find that their assumptions about development, including the causes of and responses to global poverty, are fundamentally challenged. To that end, this course introduces students to the major concepts and theoretical perspectives in the field, taking a thematic approach to the study of international development. In addition to providing the conceptual toolkit for the study of development politics, this course aims to improve students' critical thinking skills through debates and written exercises to better equip them to engage in informed discussion on contemporary issues in international affairs.

Course Reading (Required):

- Collier, Paul. *The Bottom Billion: Why The Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press, 2007.
- Sen, Amartya. *Development As Freedom*. Anchor Books, 1997.

- Additional scholarly articles as noted in the syllabus that can be accessed online or on the course website.
- You are encouraged to read a major daily newspaper such as the *Washington Post* or the *New York Times*. Staying informed on world news will help you apply the course material to current events.

Learning Outcomes:

After successfully completing this course, students should be able to:

- Identify the main indicators that are used to measure poverty, inequality and development;
- Understand the historical approaches to development from the colonial period to the present;
- Recognize the various “traps” to development that inhibit countries from achieving growth;
- Critically examine current policy approaches to development, including the role of trade and foreign aid.

Course Requirements:

1. Discussion Leader and Thought Piece: 20% (15% Paper; 5% Discussion Leader)
2. GMO Preparation and Debate: 5%
3. Midterm Exam: 25%
4. Final Exam 35%
5. Attendance and Participation: 15%

Discussion Leader and Thought Piece: You will be assigned to be the discussion leader for one week of the course during the Friday section. Eligible weeks are marked by an asterisk on the syllabus. (Your preferred week(s) will be taken into consideration, but may or may not be able to be accommodated.) The responsibility of the discussion leaders (approximately 3 per week) is to jumpstart the discussion of the readings assigned for the week, and thus should be limited to the first 15 minutes of class. They should not “teach” the readings as all students should already have read them, but should focus on some or all the following:

- What were the major concepts and lessons that came out of these readings?
- What questions do I still have about how this week’s theme relates to international development?
- Were the arguments presented convincing? Surprising?
- What concepts or arguments were confusing and require additional exploration?
- How might we apply this week’s readings to current events?

In addition, the students will need to write a short research paper (4-5 pages) on a topic related to the theme of the week. Guiding questions for each week are noted on the syllabus, but may be modified following consultation with the teaching assistant. **Students are encouraged to verify their paper topic with the TA in advance.** Papers are due the Friday after the relevant discussion section. More details on the paper including submission, research expectations, formatting, etc. will be provided in section.

GMO Presentation and Debate: In Week 12 of the course, a structured debate on the environmental, health and socio-economic impacts of GMOs will be held in the discussion sections. You will be assigned to a team of approximately 3-4 students and your team will be assigned a specific side to represent. You will be responsible for researching the position of your assigned side and preparing a short position statement that will be circulated ahead of the debate. You are also expected to represent this side during the debate. More details will be provided in section.

Midterm Exam: The midterm exam will cover material covered through March 4. The exam will consist of short answer/multiple choice questions and conceptual definitions (short response).

Final Exam: The final exam will be cumulative and will cover the material covered in class lectures, readings, and discussions. The exam will consist of short answer/multiple choice questions, conceptual definitions (short response), and a brief essay.

Attendance and Participation: Your participation will be measured by your attendance AND your involvement in classroom discussions. You must come to discussion section each week prepared to discuss the material. The breakdown of the 15 points will be 10 points for attendance and 5 points for participation in discussion section. If students have questions about their performance in section, it is their responsibility to proactively communicate with their teaching assistant for feedback. For students who find class participation challenging, please reach out early in the course to talk about your concerns so that we can work with you on developing strategies to overcome this.

Participation grades will be assigned according to the following scale:

5 = highly effective participant; insightful questions/comments; obviously prepared for class each day.

4-3 = consistent participant; thoughtful questions/comments; normally prepared for class.

3-2 = occasional participant; regularly attends class, sporadic involvement in discussions, often based more on personal opinion than careful reading and analysis of the material.

2-1 = observer; regularly attends class but usually does not get involved in class discussions.

1-0 = occasional visitor to the class; sporadic attendance, no participation.

Grading Scale

A = 93-100

C = 73-76

A- = 90-92

C- = 70-72

B+ = 87-89

D+ = 67-69

B = 83-86

D = 63-66

B- = 80-82

D- = 60-62

C+ = 77-79

F = < 60

Course Policies and Expectations

1. Attendance is required for all lecture and discussion sessions. The midterm and final exams will include material from the reading, lecture and sections, and students who do not attend all parts of the class are unlikely to be successful in the course. Students who miss a lecture should make arrangements to obtain the notes from a classmate and see the professor during office hours for any follow-up questions. Students who miss discussion section should communicate with their TA **in advance** of the class and bring any documentation necessary to excuse the absence on the day you return
2. Use of laptops is permitted in lecture, but only for the purpose of notetaking. Inappropriate or unauthorized use as observed by the professor or teaching assistants will count against your participation grade for the course.
3. Assignments that are turned in past the due date will be penalized **one letter grade per day** for each day or a fraction thereof that the assignment is late.
4. It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:
 - Academic integrity
 - Student and instructor conduct
 - Accessibility and accommodations
 - Attendance and excused absences
 - Grades and appeals
 - Copyright and intellectual property
5. Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course Structure:

*The reading/homework noted in italics should be completed *before* coming to class that day.*

Week 1: Introduction to Concepts and Indicators

- Jan 28 Course Introduction and Syllabus Review
- *No Reading Assigned*
- Jan 30 Measuring and Labeling Development
- *Collier, Preface and Chapter 1*
- *Sen, Introduction*
- *UNDP, "Human Development Indices and Indicators: 2018 Statistical Update," – scan and think about how development is being measured*

Section: Discussion of measures of economic development

**Section topics are subject to change based on the evolving needs of the course*

Week 2: Development in Theory and Historical Context

- Feb 4 Colonization and the World Wars
- *Rist, Gilbert. The History of Development: From Western Origins to Global Faith, Chapters 3 and 4*
- Feb 6 Modernization Theory and Responses to US Hegemony
- *Rist, Gilbert. The History of Development: From Western Origins to Global Faith, Chapters 5 and 6*

*Section: What does "development" mean? How has this evolved? // **Weekly Discussion Leaders Finalized***

Week 3: Neoliberalism and Alternative Approaches

- Feb 11 Statism and ISI
- *Franko, P.M. "Import Substitution Industrialization: Looking Inward for the Source of Economic Growth," in The Puzzle of Latin American Economic Development. Pp. 55-76*
- *Valenzuela, J. Samuel and Arturo Valenzuela. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Development," Comparative Politics 10:4. 535-557.*
- Feb 13 Neoliberalism: Washington Consensus and Contemporary Challenges
- *Marber, Peter. "Globalization and its Contents," World Policy Journal, Vol. 21, No. 4, pp. 29-37*
- *Babb, Sarah. "The Washington Consensus as Transnational Policy Paradigm: Its Origins, Trajectory and Likely Successor," Review of International Political Economy. Pp. 268-297.*

Section: Why is neoliberalism being challenged? What do alternatives look like?

***Week 4: Institutions of Development**

- Feb 18 The International Financial Institutions
- *Easterly, William. The Elusive Quest For Growth. Chapters 6 and 7.*
- Feb 20 Development Agencies and Organizations
- *Woods, Ngaire. "Whose Aid? Whose Influence? China, Emerging Donors and the Silent Revolution in Development Assistance," International Affairs. Vol. 84, Issue 6, 1205-1221*
 - *Lavers, Tom. "Poverty Reduction and the Politics of Bilateral Donor Assistance," Developmental Pathways to Poverty Reduction. Pp. 98-121.*
 - *Visit and read stories posted at: "Admitting Failure," <https://www.admittingfailure.org/>*

Section: Power and Participation in the IFIs: Whose Interests Are Represented?

***Week 5: Development "Traps": Conflict**

- Feb 25 The Cycle of Civil Conflict
- *Collier, Ch. 2*
 - *Collier et al. "Why is Civil War So Common?" in Breaking the Conflict Trap, pp. 93-118.*

- Feb 27 Military Intervention
- *Collier, Ch. 8*
 - *Haas, Richard N. Intervention. Ch. 6 and 7*

Section: Why do cycles of violence perpetuate in LDCs? Are they best explained by "need, greed, creed," or something else?

Week 6: Ethnicity and Midterm Exam

- March 4 Ethnicity and Development
- *"When Small is Beautiful: How Big Should a Nation-State Be?" Economist, Dec. 18, 2003.*
 - *Montalvo, Jose and Marta Reynal-Querol. "Ethnic Diversity and Economic Development," Journal of Development Economics. 293-223.*

March 6 *****Midterm Exam*****

Section: Guns, Germs and Steel – Ep. 1, Out of Eden

***Week 7: Development "Traps": Geography**

- March 11 Guns, Germs and Steel – Ep. 2, Conquest
- *Collier, Ch. 4*
- March 13 Guns, Germs and Steel – Ep. 3 The Tropics
- *Hausman, Ricardo. "Prisoners of Geography," Foreign Policy, pp. 45-53.*

Section: Determinism and Development: Does Geography Determine Fate?

Week 8: Spring Break

*Week 9: Development “Traps”: Natural Resources

- March 25 The Resource Curse
- *Collier, Ch. 3*
 - *Beblawi, Hazem and Giacomo Luciani, “The Rentier State in the Arab World,” in The Rentier State, pp. 49-62*

- March 27 Scarcity, Migration and Violence
- *Homer-Dixon, Thomas “Environmental Scarcities and Violent Conflict: Evidence from Cases,” International Security. Vol. 19, No. 1.*

Section: *How do natural resources (scarcity/abundance) affect democracy and state stability? // **GMO Team Assignments Finalized***

*Week 10: Democracy and Governance

- April 1 Democracy, Growth and Stability
- *Przeworski, Adam et al “Political Regimes and Economic Growth” Democracy and Development pp. 3-27*
 - *Sen, Ch. 6*

- April 3 Good Governance and Corruption
- *Collier, Ch. 5*
 - *Robinson, M. “Corruption and Development: An Introduction,” in Corruption and Development. P. 1-14.*

Section: *What is the relationship between regime type and: Growth? Stability? Effectiveness?*

*Week 11: Food and Famines

- April 8 Why Famines Persist
- *Sen, Ch. 7 // **GMO Position Papers Posted by End of Day***

- April 10 Agriculture Policy and Development
- *Patel, Raj. Stuffed and Starved. Ch. 1 and 10*
 - *Murphy, S. and K. McAfee. US Food Aid: Time to Get it Right – scan and read pp. 24-31 carefully*

Section: *What is the role of the West in contributing to food insecurity?*

Week 12: Environment and Health

- April 15 Economic Growth and Environmental Degradation
- *Drezner, Daniel. “Bottom Feeders,” Foreign Policy.*
 - *Klein, Naormi. “Capitalism vs. the Climate,” The Nation*
 - *McMichael, Philip. “Contemporary Contradictions of the Global Development Project: Geopolitics, Global Ecology and the ‘Development Climate’” Third World Quarterly pp. 247-262.*

- April 17 Health and Sanitation
- Fidler, David. "The Challenges of Global Health Governance," *Council on Foreign Relations*
 - "Is the End in Sight? Beating the AIDS Epidemic," *Economist*.

Section: GMO Debate

***Week 13: Gender**

- April 22 Violence, Structural Violence, and Gender
- Kristof, Nicholas and Sheryl WuDunn. *Half the Sky*. Ch. 1 and Ch. 7

- April 24 Women's Rights and Development Outcomes
- Sen. Ch. 8 and 9
 - Baden, Sally. "Women's Collective Action in African Agricultural Markets: The Limits of Current Development Practice for Rural Women's Empowerment," *Gender and Development*, 295-311.

Section: Is a "top-down" or "bottom-up" approach most effective to promoting the health and safety of women and girls?

***Week 14: Culture and Human Rights**

- April 29 The UDHR and Universality of Human Rights
- Horowitz, Shale and Albrecht Schnabel (eds.) *Human Rights and Societies in Transition*, "The Universal Declaration of Human Rights as a Norm For Societies in Transition" by Johannes Morsink and "Universalism and Cultural Relativism: Lessons for Transitional States," by R. L. Siegel.

- May 1 Culture and Democracy
- Sen Ch. 10
 - Zakaria, Fareed. "Culture is Destiny: A Conversation with Lee Kuan Yew." *Foreign Affairs*

Section: Do "universal" human rights exist, or does cultural relativism prevail?

Week 15: Foreign Aid and Economic Intervention

- May 6 The Pitfalls and Potential of Foreign Aid
- Collier, Ch. 7
 - Moyo, D. "Why Aid is Not Working" in *Dead Aid*. pp. 10-28
 - Son, Hyun, H "Conditional Cash Transfer Programs: An Effective Tool for Poverty Alleviation?" *Asian Development Bank, ERD Policy Brief Series*, No. 51.

- May 8 Alternatives to Aid: Trade and Microcredit
- Collier, Ch. 6, 10
 - Pollin, R. "Microcredit: False Hopes and Real Possibilities," *Foreign Policy in Focus*.

Section: How should developed countries use trade/economic policy to support development?

Week 16: The Future of Development

May 13

Development for the 21st Century: What Can Be Done?

- *Sen Ch. 11 and 12*
- *Collier, Ch. 11*

Final Exam: Wednesday, May 22 8am-10am