

POLI 374 – Political Development -- Spring 2018
TTh, 3:30-4:45, CCC 234

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Office: CCC 474
Office Hours: Weds. 1-2pm & Fri. 11-12 noon
and by appointment

Course Description

This course explores the concept and processes of political and economic development in what is variously referred to as the developing world, the Third World, or the Global South. Our world is characterized by shocking levels of inequality, both within and between nations. In spite of revolutionary advances in technology and production, a majority of the world's population still 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? Why are some countries so wealthy and others so poor? What is the relationship between wealth in the developed world and poverty in developing countries? Is globalization reducing global poverty or creating greater inequality? What explains the rapid economic growth of some countries, that just a few decades ago were considered underdeveloped, such as South Korea and now China? What is the impact of globalization and development on social systems, culture, and the environment? What are different approaches to global poverty reduction, and which are effective? 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 semester, we will apply the theoretical and conceptual tools we have acquired to study political and economic development issues in Nigeria and India, two of the largest economies in Africa and Asia. From there we will move to the micro-level and examine issues of gender equality, environmental sustainability, and poverty reduction strategies that are being pursued both by indigenous and outside actors.

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 interrogate the concept of development and explore reactions to it.
- 3) Students will be able to summarize major theoretical explanations for underdevelopment, identify key differences between them, and think critically about their usefulness.
- 4) Students will be able to identify, discuss, and critique arguments for and against globalization.
- 5) Students will be able to employ theories of development and democratization to explain significant political and economic developments in India and Nigeria.
- 6) Students will explore strategies and programs for pursuing gender equality, environmental sustainability, and poverty reduction in developing countries.

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>

Course Requirements and Grading

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

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

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)
- In addition, there are a number of E-reserve readings, all of which are located in the “Content” section of this class’s D2L page.

Attendance and Participation

Class sessions will combine both lecture and discussion. Attendance and participation is a crucial part of this course and counts towards 20% of your grade. I expect students to attend all class sessions and film screenings and to come prepared to discuss the readings or other materials assigned for that day. More than **2** unexcused absences will result in a lowering of your participation grade, and **if you miss more than 6 classes (3 weeks) during the semester you will forfeit any points for attendance**. In addition to regular attendance, active participation in class discussions is vitally important. I will keep a record of student attendance and participation and will refer to it when I calculate this portion of your grade.

I may assign a few brief (10 minute) homework or in-class writing exercises based on the assigned readings or short quizzes. These 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 short papers assigned (4-6 double-spaced pages). The first is on the novel *Things Fall Apart* and will be due on **February 18**. The second 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 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 can hear NPR news on Wisconsin Public Radio, which has two local radio stations: the Ideas Network at 89.1 FM and News and Classical at 90.9 FM. You can also listen live and access podcasts of previous shows at www.wpr.org. There are many terrific podcasts that can help you learn about and keep up with the news, both domestic and international. One that I recommend for delving deeper into top news stories is "The Daily", which is produced by the *New York Times* and is available for free on Apple Podcasts and other platforms. 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 and through our online databases)
- *The Atlantic* (<https://www.theatlantic.com/>)
- *Foreign Affairs* (available in the periodicals section of the library and through our online databases)

I will pass around a sign-up sheet 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 as they become available. I will use the news box to post announcements and reminders. I will post lecture power points on the D2L Content page. You will upload the two assigned papers to the D2L dropbox.

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

1/23 – Introduction to the course and each other

No assigned readings.

1/25 – What is development?

Readings:

1. HSB, Ch. 1, “Meaning, Measurement, and Morality in International Development,” pp. 3-15; and “Critical Issues Box 1.2 on p. 17.
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.
3. Achebe, Chapters 1-5

Week 2: Ethics and Colonialism

1/30 – Global Ethics and Development

Readings:

1. HSB, Ch. 1, “Meaning, Measurement, and Morality in International Development,” pp. 15-25.
2. Achebe, Chs. 6-8

2/1 – Pre-Colonial History and the Rise of European Colonialism

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. HSB, Ch. 2, “Imperialism and the Colonial Experience”, pp. 28-35 (ending at “High Imperialism in Africa)
3. Achebe, Chs. 9-13

Week 3: Colonialism & *Things Fall Apart*

2/6 – Colonialism and its Legacies

Reading: HSB, Ch. 2, “Imperialism and the Colonial Experience”, pp. 35-42; and Ch. 7 “State of the State”, pp. 127-130 (ending at “Defining the State’s Role in Development”)

2/8 - Discussion of *Things Fall Apart*

Reading: Achebe, Parts 2 & 3

Week 4: Decolonization and the Challenge of Development

2/13 – In class viewing and discussion of “From the Barrel of a Gun” (*Running time 60 mins.*)

Reading: December Green and Laura Luehrmann. 2007. *Comparative Politics of the Third World: Linking Concepts and Cases, 2nd Edition*. Lynne Rienner Publishers. Ch. 4, pp. 55-68.

2/15 – Theories of Development

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”)

Sunday 2/18- DUE in Dropbox by 5pm: Paper on *Things Fall Apart*

Week 5: Development Paradigms: From Statism to Neoliberalism

2/20 – Statism: ISI & the Developmental State

Readings:

1. HSB, Ch. 7, “State of the State: Does the State Have a Role in Development?”, pp. 130-135 (ending at “From Neoliberalism to Governance”)
2. John Rapley. 2007. *Understanding Development: Theory and Practice in the Third World*, 3rd Edition. Boulder, CO: Lynne Rienner Publishers. Ch. 6.

2/22 – Neoliberalism

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

Week 6: Debt and Development

2/27 – In-class screening and discussion of “Life and Debt” (first half) (*Running Time: 86 minutes*)

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

3/1 – Debt and Development

Note: We will finish screening “Life and Debt” and then engage in a broader discussion of the movie and the assigned reading

Readings:

1. HSB, Ch. 14, “Debt and Development”
2. Carey L. Biron. “Norway blazes a trail with audit of developing world debt.” *Guardian*, Aug. 20, 2013.

Week 7: Midterm Exam

3/6 – Exam review

3/8 – MIDTERM EXAM

Week 8: Globalization

3/13 – Neoliberal Globalization

Readings:

1. 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.
2. Francois Bourguignon. “Inequality and Globalization: How the Rich Get Richer as the Poor Catch Up.” *Foreign Affairs*, January/February 2016: pp. 11-15.

3/15 – Debating Neoliberal Globalization

Reading: 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.

Week 9: Nigerian Political Development

3/20 – Political Development and Breakdown in Post-Independence Nigeria

Reading: Mark Kesselman, Joel Krieger, and William A. Joseph. 2016. *Introduction to Comparative Politics*, 7th Ed. Wadsworth, Cengage Learning. Ch. 12, Nigeria, Section 1 & Section 2, pp. 517-521. (E-reserves)

3/22 - Nigerian Democracy Today

Readings:

1. Mark Kesselman, Joel Krieger, and William A. Joseph. 2016. *Introduction to Comparative Politics*, 7th Ed. Wadsworth, Cengage Learning. Ch. 12, Nigeria, Section 3. (E-reserves)
2. Ebenezer Obadare. “A Nigerian President’s Disappointing Return.” *Current History*, May 2017. (E-R)

Week 10: Nigerian Political Economy and Indian Democracy

4/3 – Oil and the Nigerian Economy

Readings:

1. Mark Kesselman, Joel Krieger, and William A. Joseph. 2016. *Introduction to Comparative Politics*, 7th Ed. Wadsworth, Cengage Learning. Ch. 12, Nigeria, Section 2. (E-reserves)
2. Okbazghi Yohannes. “The New Oil Gulf of Africa: Global Geopolitics and Enclave Oil-Producing Economies.” In *Reframing Contemporary Africa: Politics, Economics, and Culture in the Global Era*, by Peyi Soyinka-Airewele & Rita Kiki Edozie, eds. Washington D.C.: CQ Press: **pp. 225-228 & 232-238.** (Note: Think about the argument the author is making)

4/5 – India: The World’s Largest Democracy

Readings:

1. HSB, Ch. 16 “Democracy” (Note: Skip sub-sections entitled, “Waves of Democratization” & “Explaining Democratization: Structure or Actors? The National or International Arena?” on pp. 301-307)
2. Mark Kesselman, Joel Krieger, and William A. Joseph. 2016. *Introduction to Comparative Politics*, 7th Ed. Wadsworth, Cengage Learning. Ch. 7, India, Section 1. (E-reserves)

Week 11: India: The Paradoxes of Globalization

4/10 – Overview of India’s Post-Independence Development

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

4/12 – Paradoxes of Globalization in India

Readings: TBA

Watch: “1-800-India: Importing a White Collar Economy”, available online on Films on Demand.

Week 12: Empowering Women: Gender and Development

4/17 – Gender and Development

Reading:

1. HSB, Ch. 5, “Gender and Development: The Struggles of Women in the Global South.”
2. “2017: the year we lost control of world population surge?” *The Guardian*, July 9, 2017.

4/19 – Examples of Women’s Empowerment

Readings:

1. Jina Moore, “She Ran From the Cut, and Helped Thousands of Other Girls Escape, Too.” *New York Times*, Jan. 13, 2018.
2. Geeta Anand. “Alcohol Ban Succeeds as Women Warn, ‘Behave, or We’ll Get Tough’.” *The New York Times*, April 15, 2017.
3. Mian Ridge. “The Female Factor: Women Spreading Political Wings with Help of India’s Quota System.” *The New York Times*, April 28, 2010.

Week 13: Environment and Development

4/24 – The Relationship between Development and the Environment

Readings:

1. HSB, Ch. 17, “Environment and Development,” pp. 313-321 (ending at “Participatory Approaches in Governance)
2. Jeffrey Gettleman. “Loss of Fertile Land Fuels ‘Looming Crisis’ Across Africa.” *The New York Times*, July 29, 2017.
3. Kimiko de Freytas-Tamura. “Public Shaming and Even Prison for Plastic Bag Use in Rwanda.” *New York Times*, October 28, 2017.

4/26 – Grassroots Solutions: The Green Belt Movement

Reading: HSB, Ch. 17, “Environment and Development,” pp. 313-321 (ending at “Participatory Approaches in Governance)

Watch on Kanopy Streaming: “Taking Root: The Vision of Environmentalist Wangari Maathai.”

Week 14: International Aid and Poverty Reduction

5/1 – Foreign Aid

Readings:

1. HSB, Ch. 8 “National Development Agencies and Bilateral Aid.”
2. “World is plundering Africa's wealth of 'billions of dollars a year'.” *Guardian*, May 24, 2017.

5/3 – Comparing two new private sector experiments

Readings:

1. Patrick Witte and Kirsten Milhahn. “Free Money: Basic Income Sparks a New Era in Development Aid.” *Spiegel Online*.
2. Peg Tyre. “The Bridge Effect.” *New York Times Magazine*, July 2, 2017.

Week 15: Conclusions and Review

5/8 – Conclusions

Reading: HSB, Epilogue “The Future of Development?”

5/10 – Review for Final Exam

FINAL EXAM: TUESDAY, MAY 15th, 5:00-7:00 PM, CCC 234