

The University of Toronto
Faculty of Arts and Science, Department of Political Science

POL 201Y1 (Y)

Politics of Development: Issues and Controversies, 2017-2018

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Course Description

This course seeks to introduce students to the politics of development in countries of the Global South (Latin America, Oceania Africa and Asia) from WWII to the present. It attempts to provide a balanced mix of current issues and challenges facing developing countries and theoretical approaches to development as well as controversies revolving around the concept and practice of development. The course begins with an introduction to the idea of “development,” its ideological roots and how the various theoretical models have shaped both “Third World” strategies of development and how we think about that part of the globe.

We will proceed to consider the extent to which international institutions and development aid regimes have influenced the prospects and policy choices of developing countries. Specific areas of focus will include land and rural issues, health and social/human development. The course then moves on to explore national political dynamics and specific challenges developing nations face in a rapidly changing world. These will include the politics of regime change, state-society relations and the complex processes of democratization. We will also examine a range of development challenges such as religious revivalism, civil/intra-state conflicts, environmental sustainability, gender equality, migration and the AIDS epidemic.

Readings

Those readings are available electronically through Robarts and can be accessed through Portal/Blackboard. To access the reading look for the link to “Library Course Reserves” on your Blackboard “My Page”, which will lead to all of the required readings posed under Course Reserve. Instructions for accessing the reading can also be found in the “Course Materials” section of the course page on Blackboard.

All-important information concerning the Tutorial times, locations, and the TAs' office hours and email addresses will be posted on the website as soon as they are available.

Course Format and Requirements

The class will be taught in a lecture-style format. Teaching methods will include lectures, videos, when available and class discussions. Participation in lecture discussions is highly encouraged. In addition, students will be expected to attend and participate in tutorials.

The work requirements of the course are as follows:

1. First Term Test (December 5, 2017)	25%
2. Research Proposal (November 14, 2017)	15%
3. Research Essay (March 13, 201)	25%
4. Final Test (April 3)	25%
5. Tutorial Attendance and Participation	10%
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TOTAL	100%

e website – Blackboard

Logging in to your Blackboard Course Website

Like many other courses, POL201 uses Blackboard for its course website. This website plays a central role in the functioning of the course, and you are therefore strongly advised to visit it frequently. Important administrative and other announcements will be posted on it regularly, and it will feature links to documents and required for the course. You must ensure that your e-mail address on ROSI is a utoronto e-mail address; otherwise you may not receive important information we send via the website.

To access the POL201 website, or any other Blackboard-based course website, go to the UofT portal login page at <http://portal.utoronto.ca> and log in using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the POL201 course website along with the link to all your other Blackboard-based courses.

Please note: Assignment grading will follow the University of Toronto's grading regulations as outlined in the Arts and Science 2006/2007 course calendar (www.artsandscience.utoronto.ca/ofr/calendar). Assignments are due at the beginning of class. A penalty of 3% per working day will be applied to all late assignments up until a *maximum of ten late days, after which late papers will not be accepted except under exceptional circumstances*. Assignments will also not be accepted via email. Late assignments should be delivered to the receptionist's office (Room 3018, Sidney Smith Hall) to be date stamped. Students are strongly advised to keep draft work and hard copies of their essays. These should be kept until the marked assignments have been returned. Any medical-based assignment extension requests or make-up term test requests will require an official Student Medical Certificate and will require advance notice (www.utoronto.ca/health/forms/medcert.pdf).

Note: There will be only one make-up test in each case. Only those with a valid, documented reason for missing the mid-term test will be allowed to write a make-up test. It is the student's responsibility to ascertain the date and place of the make-up test. Late penalties on essay may be reduced (but not necessarily eliminated) upon presentation of medical documentation. For full elimination of the late penalty the student must show evidence of a protracted medical condition that has affected his/her performance over the course of 3-4 weeks

Plagiarism

Plagiarism is a most serious academic offense and the offender will be punished. In the academy where the currency of the realm is ideas, to cite someone else's words or thinking without due attribution is theft. *It is not sufficient merely to list your sources in the bibliography or to use only footnotes.* You must ensure that you identify and attribute all of your sources in text, whether you are quoting them directly or paraphrasing them – and every time you cite someone verbatim, you **MUST** indicate this by the use of quotation marks.

According to the University's Code of Behavior on Academic Matters, it shall be an offence for a student knowingly:

- a) to forge or in any way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
- b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
- c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
- d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work;

- e) e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- f) f) to submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted.

For further information on plagiarism and how to avoid it, please refer to the University's policy at www.utoronto.ca/writing/plagsep.html.

Students are strongly encouraged to explore the numerous resources available at the "Writing at the University of Toronto" website at www.utoronto.ca/writing.

Turnitin.com

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

If, as a student, you object to using Turnitin.com, an alternative arrangement for the submission of your written assignment will be made available. You will be required to do all of the following: 1) meet the instructor for a brief interview about the research process prior to the assignment due date, 2) submit all your rough work and notes with your assignment, and 3) submit an electronic copy of your essay to the head teaching assistant (in addition to a hard copy) by e-mail (TBA)(@utoronto.ca) with the course identifier [POL 201] in the subject line.

Please follow the instructions on how to set up a Turnitin.com account, enroll in the course and submit a paper in the "Turnitin.com guide for students" available on the course website.

Note that all students (including those using Turnitin and those not) are required to submit a hard copy of their assignment (whether or not it is submitted late) and that, for the purposes of calculating a late penalty, it will be the hard copy, and NOT the one submitted to Turnitin.com that counts. Those using Turnitin MUST attach a printout of the Turnitin.com receipt to the hard copy of their assignment, indicating that they have already submitted the electronic copy of the assignment.

Evaluation Criteria for Written Work

1) *Level of Style and Organization*: Your work must be completely free of grammatical, spelling and typographical errors. References can be in any style but the same format must be used consistently and they must be accurate. The organization of the paper should assist the reader by providing a readily understandable presentation of background information, research findings, analysis and conclusions.

2) *Adequacy of the Research*: Your findings should be derived from thorough research. Your work should be free of major factual errors or unsupported and/or undocumented

assertions. You should link your findings to those of other scholars and draw meaningful conclusions based on your evidence.

3) *Cogency of the Argument*: Your written work should have a clear focus and an argument that is logically constructed. Your analysis should display understanding of the topic and originality of thought.

Assignment Guidelines

Attendance and Participation Students are expected to attend all class and tutorial sessions and complete the assigned readings before they are discussed in class. Student participation and discussion will be actively encouraged in both the lectures and tutorials. Students will be expected to present their research findings in tutorial session. The participation grade will be based on tutorial attendance and performance.

Term Test and exams

The Mid-Term test will be held during regular class hours whereas the final exam will take place in the last class of the course (December 5 for the midterm test and April 3 for the final test). The tests will include a mix of short answer and essay questions and will test your familiarity with the lecture material and reading assignments as well as your ability to apply what you have learned.

Research Proposal

The purpose of this assignment is to provide you with instructor feedback during the preparation of your research essay. The proposal is also intended to assist you in selecting your essay question, locating sources and organizing your ideas in a timely fashion. Research proposals should be between 5-6 double-spaced pages (not including the bibliography and the cover page). Proposals should: a) identify your selected question; b) outline what other scholars have said or found on the topic; c) identify the limitations of other treatments of the subject and how your research will fill an existing gap in the literature; d) outline your basic argument; and e) explain what kinds of data you will gather to support your argument. You should also attach a one-page proposed bibliography to your proposal.

Research Essay

Please choose one of the posted essay topics. No alternative topic or country case will be permitted. The final essay should be between 11- 12 double-spaced pages (excluding the bibliography and the cover page). Ensure that you state your argument in the introduction, support your assertions with evidence (citing any contrary views or evidence as relevant) and conclude by summarizing your findings and outlining any questions or avenues that may require future research.

You must cite sources either in footnotes, endnotes or embedded in the text and provide a bibliography. A research essay of this length should draw upon at least 10-12 academic

sources. Please note that you must incorporate a minimum *of two sources maximum five maximum* from the course syllabus in your essay. And remember, if you use another author's words, you must enclose them in quotes and cite the source. If you use another author's ideas directly or indirectly, you must cite the source.

Guidelines for Essay Writing

1. You should use consistently one recognized system for citing references (in either footnotes, endnotes, or in-text citations) and your paper should conclude with a bibliography that cites, in full, all of the sources that you refer to in your essay. You are advised not to artificially "pad" your bibliography with sources that you did not actually consult.
2. Pay careful attention to the appropriateness of your sources, particularly web-based ones. Note that "Wikipedia," for example, is NOT considered an appropriate source for an academic paper.
3. Read carefully and observe the advice contained in this syllabus regarding plagiarism and assignment format. Your TA will also be happy to provide guidance at any point prior to the submission of your work as to what constitutes plagiarism and how to avoid it.
4. You may not submit the same or very similar papers to two separate university courses unless you receive in advance the consent of both course instructors.
5. Pay particular attention to the organization of your ideas and to the clarity and quality of your writing. Ensure that you preview your argument or thesis in the introduction to your paper, that you support that argument in the body of your paper with appropriate evidence (citing any contrary views or evidence as relevant) and that you conclude by summarizing your findings, considering their implications and/or suggesting what questions remain unanswered.

Extensions and medical notes

Only valid and documented reasons (such as severe illness or the death of a close relative) will be accepted for late submissions of assignments or for requesting to write a make-up test. This must be submitted within one week of the test or assignment date and it should be submitted on the official UofT Medical Note form. Note also, "Only 5 groups are permitted to sign this form - physicians, surgeons, nurse practitioners, dentists, clinical psychologists - and only regarding matters within the scope of their practice".

If you foresee difficulties in meeting the deadline AND you have documentation, please contact the teaching assistant **as soon as possible**. *Do not wait until the due date has passed to contact him/her*. Please note that, while valid documentation may result in the reduction of a late penalty, it does not guarantee that the penalty will be entirely eliminated.

Requests due to work overload (either university-related or extra-curricular) will not be accepted. Please be advised that computer problems (such as crashes, viruses, corrupted

disks, etc.) will NOT be accepted as grounds for extensions. Make sure you back up your work in reliable media often and avoid leaving work to the last minute to prevent problems.

Late papers must be submitted to the Department of Political Science main office on the 3rd floor of Sidney Smith Hall during business hours. You must ensure that the paper is dated and stamped. *You should never attempt to submit your paper by leaving it under an instructor's office door or sending it by e-mail or fax.*

More helpful information

1. All undergraduate students taking summer courses in the Faculty of Arts and Science are eligible to use any of the five college writing centres that remain open in the summer: Innis College, New College, University College, Victoria College and Woodsworth College Writing Centres. Students may book up to TWO appointments per week. For information about writing centre appointments in the summer session, they may visit <http://writing.utoronto.ca/news>. To learn more about how writing centres work, they may visit <http://www.writing.utoronto.ca/writing-centres/learning>.

2. More than 60 Advice files on all aspects of academic writing are available from www.writing.utoronto.ca/advice<<http://www.writing.utoronto.ca/advice>>. Students benefit from your recommendation of specific material relevant to your course and assignments. Printable PDF versions are listed at www.writing.utoronto.ca/about-this-site/pdf-links<<http://www.writing.utoronto.ca/about-this-site/pdf-links>>.

Please read carefully, "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources. These pages are all listed at www.writing.utoronto.ca/advice/using-sources<<http://www.writing.utoronto.ca/advice/using-sources>>.

3. Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>. The non-credit August course ELL010H will take enrolment via ROSI starting in mid to late July. For more information, please contact the ELL Coordinator Leora Freedman at leora.freedman@utoronto.ca<<mailto:leora.freedman@utoronto.ca>>;

CLASS SCHEDULE AND ASSIGNED READINGS

September 12 (Tuesday): Introduction to the course

Part I: The politics of development in global and comparative perspective

I The Meaning of Development

September 19 (Tuesday): The Making of Three Worlds of Development

Vicky Randall, "Using and Abusing the Concept of the Third World: Geopolitics and the Comparative Political Study of Development and Underdevelopment," in *Third World Quarterly*, Vol. 25, No. 1 (2004), pp. 41-53.

Mark T. Berger, "After the Third World? History, Destiny and the Fate of Third Worldism," in *Third World Quarterly*, vol. 25, no. 1 (2004), pp. 9-39.

September 26 (Tuesday): Colonialism, and Neocolonialism and

James Chiriyankandath. "Colonialism and Post-Colonial Development" (Ch. 2) (pp. 35-52) in Peter Burnell and Vicky Randall (Eds.) *Politics in the Developing World*. Second Edition. Oxford University Press, 2008.

Jurgen Osterhammel. "Colonies: a Typology" and "Colony Formation: A Periodization" (pp. 10-12 and 27-38) in *Colonialism*. Princeton: Marcus Wiener Publishers, 1997.

October 3 (Tuesday): The Indigenous peoples in the World of States

Peter Fitzpatrick. "Doctrine of Discovery" (pp. 25-30) in David Theo Goldberg and John Solomos (Eds.) *A Companion to Racial and Ethnic Studies*. Blackwell Publishers, 2002.

Paul Havemann. "Indigenous Peoples Human Rights" (Ch. 14) (237-254) in Michael Goodhart (Ed.) *Human Rights in Politics and Practice*. Oxford University Press, 2013.

United Nations Declaration on the Rights of Indigenous Peoples. 13 September 2007. http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Part II: Theories of Development I

October 17 (Tuesday): The Theory of Modernization

[CR] W.W. Rostow, "Ch. 2: The Five Stages of Growth: A Summary," in *The Stages of Economic Growth* (Cambridge: Cambridge University Press, 1990), pp. 4-16.

Frans J. Schuurman, "Critical Development Theory: moving out of the twilight zone" *Third World Quarterly*, Vol. 30, No. 5, 2009, pp. 831–848

October 24 (Tuesday): Theories of development II (Dependency and radical theories)

J. Samuel Valenzuela and Arturo Valenzuela, "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment," in *Comparative Politics*, Vol. 10, No. 4 (July 1978), pp. 535-557.

Andre Gunder Frank, "The Development of Underdevelopment," in *Monthly Review*, Vol. 18, No. 4 (September 1966), pp. 17-31.

October 31 (Tuesday): Theories of development III (the role of the state and the rise of East Asia)

Berger, Peter L. 1990. "An East Asian development model." in "In Search of an East Asian Development Model. Eds., Peter L. Berger and Hsin-Huang Hsia (chap. 2): 3-23.

Anil Hira, "State of the state: does the state have a role in development?" in Paul Aslam et al. *Introduction to International Development*, Oxford University Press, 2009: 123-124.

November 6-10 (Reading week, no class)

November 14 (Tuesday) Debating the role of Foreign Aid in International Development

Jean-Philippe Thérien and Carolyn Lloyd, "Development Assistance on the Brink," in *Third World Quarterly*, Vol. 21, No. 1 (2000), pp. 21-38)

Clemens Six, "The Rise of Postcolonial States as Donors: a challenge to the development paradigm?" *Third World Quarterly*, Vol. 30, No. 6, 2009, pp. 1103–112

November 21 (Tuesday): Multilateral institutions, the debt crisis, Neo-liberalism and post Washington Consensus

Charles Gore, "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries" *World Development*, 2000, Vol. 28, No. 5, pp. 789-804,

Frances Stewart, "The Many Faces of Adjustment," in *World Development*, Vol. 19, No. 12 (1991), pp. 1847-1864.

In class movie: Life and Debt

November 28 (Tuesday): Contagious Disease and Global Health

Alan Whiteside, "Poverty and HIV/AIDS in Africa," *Third World Quarterly*, Vol 23, No 2, pp 313-332, 2002.

Parker, Melissa & Gordon, Wilson. 2000. "Diseases of poverty." In *Poverty and development: into the 21st century*. Eds., Tim Allen and Alan Thomas (chap 4): 75-98.

December 5 Mid-term test

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Second Term: Themes in Politics of Development

Part III: Selected Topics in the Politics of Development

January 10 (Tuesday): Gender and Development

Jaquette, Jane and Kathleen Staudt. 2006. "Women, Gender and Development." In *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization*. Eds., Jane Jaquette and Gale Summerfield. Durham: Duke University Press: 17-52.

Marianne H Marchand, "The Future of Gender and Development after 9/11: insights from postcolonial feminism and transnationalism" in *Third World Quarterly*, Vol. 30, No. 5, 2009, pp. 921–935

January 17 (Tuesday): Ethnic Conflict

Gurr, Ted. 1994. "Peoples against States: Ethnopolitical Conflict and the Changing World System", In *International Studies Quarterly*, Vol. 30: 347-377

Jonathan Fox, The Rise of Religious Nationalism and Conflict: Ethnic Conflict and Revolutionary Wars, 1945-2001 *Journal of Peace Research*, vol. 41, no. 6, 2004, pp. 715–731 **November 2004, Volume 41(Issue6)**

24 (Tuesday): Humanitarian Intervention and Peace building in post-conflict situations

David Last, "From Peacekeeping to Peace building" *The Online Journal of Peace and Conflict Resolution* 5.1 Summer: 1-8 (2003)

Edward Newman, "A Human Security Peace-Building Agenda", *Third World Quarterly*, Vol. 32, No. 10, 2011, pp 1737–1756

January 31 (Tuesday): State-Society Relations in the Global South

Migdal, Joel. 1994. "The State in Society Model: An Approach to Struggles for Domination." in *State Power and Social Forces: Domination and Transformation in the Third World*. Eds., J. Migdal, A. Kohli and V. Shue. New York: Cambridge University Press: 7-35.

Lefwitch, Adrian. 2005. "Theorizing the State" in *Politics in the Developing World*, Eds. Peter Burnell & Vicky Randall, Oxford University Press: 139-154.

February 7 (Tuesday): Military Intervention and Rule in the Global South

Handelman, Chapter 9 ("Soldiers and Politics")

Patrick J. McGowan "African Military coups d'état, 1956-2001: Frequency, Trends and Distribution" *The Journal of Modern African Studies*, Vol. 41, No. 3 (Sep., 2003), pp. 339-370

February 14 (Tuesday): The politics of sustainable development and global Environment

Woodhouse, Philip. 2002. "Development Policies and Environmental Agendas." In *Development Theory and Practice: Critical Perspectives*. Eds. Uma Kothari and Martin Minogue. Basingstoke, UK: Palgrave: 136-156.

David Simon "Dilemmas of development and the environment in a globalizing world: theory, policy and praxis" in *Progress in Development Studies* 3,1 (2003) pp. 5-41

February 20 (Reading week, No class)

February 28 (Tuesday): Authoritarian regimes and democratic transitions in the Third World

Thomas Carothers, "Democracy without Illusions", *Foreign Affairs*, Jan/Feb 1997: 85-100.

Nita Rudra, "Globalization and the Strengthening of Democracy in the Developing World," *American Journal of Political Science*, vol 49 (October 2005: 704-730)
www.jstor.org/stable/3647692

March 7 (Tuesday): Democracy, Human Rights and Development

Michael Freeman, 2005. "Human Rights" in *Politics in the Developing World*, Eds. Peter Burnell & Vicky Randall, Oxford University Press: 238-251.

Jack Donnelly, "Human Rights, Democracy and Development", *Human Rights Quarterly* 21, no. 3 (1999): 612.

http://www.unis.unvienna.org/pdf/Democracy_Human_Rights_2008.pdf

In class movie: Hacking Democracy

March 14 (Tuesday): The debate about globalization

Sen, Amartya. 2000. "How to judge globalism," Porto Alegre call for mobilization" and In *The Globalization Reader*. Eds., Frank J. Lechner and John Boli. (chap. 2 and chap. 57): 16-21,

Wade, Robert Hunter. 2004. "Is globalization reducing poverty and inequality?" *World Development* 32 (4): 567-89.

March 21 (Tuesday): Civil Society and Development

Chapter 12, "Civil Society and Development" of Haslam et al.
Kim D. Reimann, "A View from the Top: International Norms, Politics, and the Growth of NGOs," *International Studies Quarterly*, 50: 1 (2006), pp. 45-67.

March 28 (Thursday) International Migration and Development.

Khalid Koser, "International Migration and development" in *Introduction to International Development* edited by Paul A. Haslam, et al. OUP, 2009: 406-421.
Christian Dustmann & Josep Mestres, "Remittances and temporary migration" in *Journal of Development Economics*, 92 (2010): 62-70

April 3 (Tuesday): Final Exam