

*University of Toronto*  
*Department of Political Science*

*Politics of Development: Issues and Controversies*  
*POL 201 Y1Y*  
*L0101*  
*Fall/Winter 2014-2015*

**Professor:** Courtney Jung (first semester); Abbas Gnamo (second semester)

**Class time:** Tuesday 2-4

**Class location:** NF003

**Professor Jung's office location:** Sidney Smith Hall; 100 St. George Street, # 3022

**Office hours:** Monday 10-12

**Email address:** courtney.jung@utoronto.ca

**Course Overview**

Democracy refers to the degree to which citizens are free to choose their own representatives, along with the civil and political rights that entails. It is often measured by the existence of “free and fair” elections. Development refers to the ability of societies to provide for the basic welfare of their citizens. It is often measured by GNP. Both democracy and development are widely considered to be good things, promoted and supported as measures of a country's success.

Though the goals of *democracy and development* seem straightforward, achieving them is not. Throughout history, people have disagreed, often violently, about the causes and mechanisms of social and economic development and political democracy. They also disagree about the relationship between development and democracy—whether development leads to democracy (and how); whether democracy leads to development (and how); or whether, in fact, they may undermine one another. There are enough facts to support each of these propositions.

This course provides an introduction to social science theory and method by examining some of the ways that social scientists have thought about development and democracy. In the first part of the course, we analyze major theories of *democracy*. Our concern will be with theories of democracy, how societies become democratic, how democratic institutions function and vary, and whether democracy is located primarily in social attitudes or political institutions.

In the second semester, we focus on the question of *development*, defined as the process of producing wealth and improving living standards. Our objective is to understand the intellectual origins of economic liberalism, Marxism, and state-led development, and to examine how these approaches interpreted major historical events. Throughout the course, we explore the interaction of democracy and development in contemporary societies around the world.

## **Format**

There will be one two-hour lecture every week. Students will meet with their teaching assistant for an additional one hour tutorial four or five times each term. Tutorials will begin in the 3rd week of the course. *Attendance at lectures and tutorials is mandatory.*

## **Readings**

*All readings listed directly under a lecture title are required.*

*The readings are available online through Blackboard or online (through the library) at the url provided in the syllabus. They are free. There is no textbook assigned in this course. In the second semester, some of the readings will be available in a Course Reader that you will have to purchase.*

## **Grading Scheme**

Writing assignment part 1 (due in class October 21)	10%
Writing assignment part 2 (due in class November 11)	10%
Fall term test (in class on December 2)	15%
Writing assignment part 3 (due in class February 10)	10%
Writing assignment part 4 (due in class March 10)	10%
Final exam (during April/May exam period)	30%
Tutorial attendance/Discussion board	15%

## **Course 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 will be using it every week. Important administrative and other announcements will be posted on it regularly, and it will also feature links to documents and readings 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 Blackboard.

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.

*Activating your UTORid and Password:* If you need information on how to activate your UTORid and set your password for the first time, please go to [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). Under the "First Time Users" area, click on "activate your UTORid" (if you are new to the university) or "create your UTORid" (if you are a returning student), then follow the instructions. New students who use the link to "activate your UTORid" will find reference to a "Secret Activation Key". This was originally issued to you when you picked up your Tcard at the library. If you have lost your Secret Activation Key you can call 416-978-HELP or visit the Help Desk at the Information Commons on the ground floor of Robarts Library to be issued a new one. **The course instructor will not be able to help you with this.** 416-978-HELP and the Help Desk at the Information Commons can also answer any other questions you may have about your UTORid and password.

### **Contact information**

For issues related to a *substantive point discussed in lecture* please contact the professor. For issues related to *course structure, rules and procedures* please contact the Head TA. Her name is Alesha Porisky and you may reach her at [alesha.porisky@utoronto.ca](mailto:alesha.porisky@utoronto.ca). For questions about *how you should go about preparing for an assignment that the TA will be grading, or about the readings*, please contact your own TA. If you wish to *appeal a grade* assigned by a TA, you must approach your TA first, with a 150-200 word written explanation of why you wish to have the grade reviewed.

### **Tutorial Participation and Discussion Board 15%**

Tutorials are an important part of this course. Students are expected to attend every tutorial and to participate in tutorial discussions. Tutorials provide a forum in which students can discuss the lectures and readings in greater depth. They are also designed to help you complete your term essays and to prepare for examinations. Participation will be evaluated by the Teaching Assistant who conducts your tutorial. Student grades will be calculated based on record of attendance, and the quality and quantity of participation in tutorial. This assessment will reflect each student's preparation for class, her attentiveness to and involvement in tutorial discussions and the degree to which her involvement reflects a careful and perceptive understanding of the issues under discussion. Students are expected to account for all absences. If you do not attend tutorials, be prepared to receive a grade of zero for this component of the course.

Students are required to sign up for tutorials via Blackboard. You will be able to sign up after the first week of the semester.

Each week, starting in the second week of class, students are required to submit a comment or detailed question regarding the reading via Blackboard. There will be a separate discussion board for each week. Comments or questions must be submitted by noon on Tuesday – before the class meets. These comments will be reviewed by the head TA, and they will be used to assess class participation. The purpose of the discussion board is to

encourage students to do the reading before the lecture, and to assess students' comprehension of the reading. Comments will be roughly 1 paragraph long – aim for about 150 words per week.

### **Writing assignments 40%**

You will receive detailed instructions regarding each writing assignment before the date it is due.

Assignments that are handed in late will be *penalized at the rate of 2% per week day* (Monday to Friday). Exceptions will only be made to this rule on justified medical grounds with *proper medical documentation*. It will be very difficult to get an extension on written assignments, even with medical documentation, because you will have roughly three to four weeks to complete each of those assignments. To get an extension, you will need medical documentation showing you were incapacitated for at least two of those weeks.

*Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing their paper in. These should be kept until the marked assignments have been returned. Students must keep their returned and graded assignments until final marks have been posted on ROSI at the end of the year in case there is any discrepancy or problem in the recording of final grades.*

### **Exams 45%**

There will be 2 exams in this course – a midterm and a final. The midterm will be held during the last class of the first semester, in class, and will cover all material from the first semester. The final exam will focus primarily on material from the second semester, but will also include some questions that rely on readings and lectures from the first semester.

### **Plagiarism**

*Students should be aware that plagiarism is considered a major academic offence, and that it will be penalized accordingly. For further clarification and information, please see the University of Toronto's policy on plagiarism and academic integrity at [www.artsci.utoronto.ca/osai/students](http://www.artsci.utoronto.ca/osai/students)*

The essay assignment sheet will also provide more detail on these points. If a student is caught plagiarizing on an essay he or she may 1) receive a grade of F for the assignment and a formal warning; 2) may receive a grade of F for the course, and a formal warning; OR 3) may undergo a formal hearing and be expelled from the university.

### **Turnitin**

Students will be required to submit their final essay 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 a source of 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.

Grade appeals must be received within 30 days of a grade assignment. Papers assigned in the first semester will not be accepted in the second semester. No papers will be accepted after grades have been submitted in April.

## **First semester (taught by Professor Courtney Jung)**

### **Week 1:**

Introduction and Orientation – no reading assigned

### **Week 2:**

Robert Kaplan, “Was Democracy Just a Moment?” *The Atlantic Monthly*, December 1997 online at <http://www.theatlantic.com/magazine/archive/1997/12/was-democracy-just-a-moment/6022/>

Amartya Sen, “Democracy as a Universal Value”  
[http://muse.jhu.edu/login?uri=/journals/journal\\_of\\_democracy/v010/10.3sen.html](http://muse.jhu.edu/login?uri=/journals/journal_of_democracy/v010/10.3sen.html)

### **Week 3:**

Joseph Schumpeter, *Capitalism, Socialism, and Democracy* (Harper and Brothers, 1942) pp. 269-283.

Mark Dickerson and Thomas Flanagan, *An Introduction to Government and Politics*, 8<sup>th</sup> ed. (Toronto: Thompson Nelson, 2006), chapter 17

### **Week 4:**

Mark Dickerson and Thomas Flanagan, *An Introduction to Government and Politics*, 7<sup>th</sup> ed. (Toronto: Thompson Nelson, 2006), chapter 20

Juan J. Linz, “The Perils of Presidentialism,” in *The Global Resurgence of Democracy* 2<sup>nd</sup> edition, eds. Larry Diamond and Marc Plattner (Johns Hopkins Press, 1996)

### **Week 5:**

Mark Dickerson and Thomas Flanagan, *An Introduction to Government and Politics*, 7<sup>th</sup> ed. (Toronto: Thompson Nelson, 2006), chapters 25 & 26

Pippa Norris, “Choosing Electoral Systems: Proportional, Majoritarian and Mixed Systems” *International Political Science Review* Vol. 18, No. 3,

<http://www.jstor.org/pss/1601345>  
[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01925121/v18i0003/297\\_cespmams](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01925121/v18i0003/297_cespmams)

### **Week 6:**

Anthony Marx, “Race Making and the Nation-State” *World Politics*, 48, no.2 January 1996 180-208

[http://muse.jhu.edu/journals/world\\_politics/summary/v048/48.2marx.html](http://muse.jhu.edu/journals/world_politics/summary/v048/48.2marx.html)

Mala Htun, “Is Gender Like Ethnicity? The Political Representation of Identity Groups,” *Perspectives on Politics* Vol.2, No.3 August 2004

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/15375927/v02i0003/439\\_igletproig](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/15375927/v02i0003/439_igletproig)

### **Week 7:**

Stephen Macedo, “Liberal Civic Education and Religious Fundamentalism: The Case of God v. John Rawls” *Ethics*, Vol.105, Issue 3 April 1995

<http://www.jstor.org/pss/2382138>

**Week 8:**

Will Kymlicka, *Multicultural Citizenship*, chapter two

**Week 9:**

Brian Wampler, "Expanding Accountability through Participatory Institutions: Mayors, Citizens and Budgeting in Three Brazilian Municipalities," *Latin American Politics and Society*, vol.46, No.2 Summer 2004

[www.jstor.org/stable/3177175](http://www.jstor.org/stable/3177175)

Schlozman, Verba, and Brady, "Participation is not a Paradox: The View from American Activists" *British Journal of Political Science*, Vol. 25, No.1 (Jan., 1995) pp1-36

**Week 10:**

Robert Putnam, "Bowling Alone: America's Declining Social Capital," in *The Global Resurgence of Democracy* 2<sup>nd</sup> edition, eds. Larry Diamond and Marc Plattner (Johns Hopkins Press, 1996),

<http://eaglenet.lambuth.edu/facultyweb/faculty/mego/Bowling.pdf>

Courtney Jung, "Breaking the cycle: producing trust out of thin air and resentment," in *Social Movement Studies*, Vol.2, No.2, October 2003

<http://www.informaworld.com/smpp/content~db=jour~content=a714039012>

**Week 11:**

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](http://www.jstor.org/stable/3647692)

Fred R. Dallmayr "Globalization and Inequality: A Plea for Global Justice," *International Studies Review* Summer 2002: 137-156

[www.jstor.org/stable/3186358](http://www.jstor.org/stable/3186358)

**Week 12:** Midterm examination**Second semester (taught by Professor Abbas Gnamo)**

[E]: e-article and [CR]: Course Reader

**Week 1 (January 6): The Making of Three Worlds of Development**

[E] 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.

[E] Anthony Payne, "The Global Politics of Development: towards a new research agenda," *Progress in Development Studies* 1, 1 (2001) pp. 5-19

**Week 2 (January 13): (Colonialism, Neocolonialism, Nationalism and Third Worldism**

[CR] John Isbister, "Imperialism" in *Promises Not Kept* (Bloomfield, CT: Kumarian Press, 2003), pp. 102-147)

[E] 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. (E – journal)

### **Week 3 (January 20): 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.

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

### **Week 4 (January 27): Theories of Development II (Dependency and radical theories)**

[E] 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.

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

### **Week 5 (February 3): Theories of Development III (the role of the state and the rise of East Asia)**

[CR] 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.

[CR] 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.

### **Week 6 (February 10): Multilateral institutions, the Debt Crisis, Neo-liberalism and post-Washington Consensus**

[E] 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,

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

**In class movie: Life and Debt**

### **Week 7 (February 17): Reading week – No class**

## **Week 8 (February 24): Debating the role of Foreign Aid in International Development**

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

[E] Niels Hermes & Robert Lensink, "Changing the conditions for development aid: A new paradigm?" *The Journal of Development Studies*, Aug 2001; 37, 6

## **Week 9 (March 3): Gender and Development**

[CR] 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.

[E] 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

## **Week 10 (March 10): Ethnic Conflict, Humanitarian Intervention and Peace-building**

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

[CR] Roland Paris, 2004, "The Origins of Peacebuilding," in Roland Paris, *At War's End; Building Peace after Civil Conflict* (Cambridge: Cambridge University Press:

## **Week 11 (March 17): The politics of sustainable development and global Environment**

[CR] 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.

[E] 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

## **Week 12 (March 24): Military Intervention and Rule in the post-colonial states**

[CR] Handelman, Chapter 9 ("Soldiers and Politics")

[E] 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

## **March 31: Review of the exam**

