1. Overview

This course explores some key issues in the study and practice of international development. It aims to deepen appreciation of major theoretical and substantive debates taking place in the political economy of development. It is organized in roughly four parts: overview of definitions of development and major perspectives on the political economy of development and development practice in the post-WW2 era; the emergence and evolution of neoliberal theory and development practice since the 1980s; and examination of analysis and debate on a number major issues in the field today.

2. Format

The seminar will be mainly driven by student participation and discussion. Emphasis during the seminar will be placed on critical interpretation of assigned readings through the active participation of students in classroom dialogue and debate. Useful participation will be informed by knowledge of the readings and a willingness to share doubts as well as insights and certainties.

Each session will open with 2 or 3 students (depending on class size) students providing succinct summaries of the required readings to lay the groundwork for discussion. These summaries will be for a maximum of 8 minutes for each presenter. They will specify the key issues being addressed, the main arguments of the reading(s) and the supporting evidence and offer an opinion on the strengths and limitations of authors’ analysis. This presentation will be assessed as part of the participation mark and is separate from the weekly reaction papers required of all.

I will assign the readings for presentation of summaries, strictly by alphabetical order. If your assignment is inconvenient, it is your responsibility to arrange a swap with someone else. You will be penalized for failing to present when you are supposed to.

Presentations begin in Session 3 (September 26) and first weekly reaction papers are due September 17 for readings for Session 2/September 18.

3. Requirements:

The course requirements are as follows.
Attendance and Participation  
Steady but quiet attendance yields 40% of the total marks for this element. Active and informed participation yields higher grades.

Weekly Reaction Papers:  
Weekly reaction papers of a maximum of one single-spaced page (about 300 words) summarizing the arguments in two of the required readings for Sessions 2-11. WRPs are to be posted on Blackboard by 9PM on the night before the relevant session. WRPs are intended to facilitate discussion in seminars. You can use them to ask for clarification of issues in the readings you do not understand and to raise questions you think are important for the class to consider.

The first weekly response paper is due for Session 2 (September 18)

The reactions papers will not be graded, but you will be penalized for failing to post them before the relevant session and if they are not clearly written, coherent, and grammatically correct. You are expected to read and reflect on the reaction papers of other seminar participants prior to class meetings. This will inform you of the reactions of other class members to the readings. WRP submitted after the deadline will not be accepted.

2 Book Reviews (October 02 and October 23)  
Write a critical review of 3-4 single spaced pages reflecting on the cogency of the main argument in a sole or jointly-authored book in a lists of books to be provided. The emphasis is on concise, focused thought. You need to identify the author(s) thesis, and respond critically to that thesis. Is the argument logically sound? Is it supported both by the evidence that the author cites and by further data or knowledge of which you are aware? Does the book pose an ‘important’ question in a challenging manner? Is the book well-organized and clearly written? Does it suggest interesting new avenues for thought or research? Some of these questions, and perhaps others, should guide your critical reaction.

Analytical Paper (November 06)  
Treat this assignment as the first part of your final paper (see below). The analytical paper will be a maximum of 6 double-spaced pages. It will: (1) specify the issue you will write your paper on and why it is important; (2) present your main hypothesis or argument; (3) sketch and briefly justify your intended theoretical approach; (4) discuss the type of evidence you will use to sustain your analysis; and (5) provide an annotated sample bibliography of a minimum of seven items (articles in academic journals, books and/book chapters) you will use for the paper. Secure my approval of your essay topic before beginning work on this assignment.

Final Paper (December 04)  
Write a critical essay exploring an issue covered in the seminar. Feel free to use a case study or comparison of cases to sharpen your discussion. Either way, the paper will elaborate the conceptual and substantive issues laid out in the analytical paper due June 2. Therefore, be sure to get my approval of your essay topic before you start work on the analytical paper.

Maximum length: 15 double-spaced pages (approximately 3,500 words), exclusive of cover page, notes and bibliography.
4. **Note on Plagiarism**

i. “Plagiarism is a serious offence and will be dealt with accordingly. For clarification and information, see the University of Toronto’s policy on Plagiarism at [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize)”

ii. “Keep rough and draft work and hard copies of your essays before handing them in. Keep them until the marked assignments have been returned.”

iii. “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 detecting plagiarism. Terms that apply to the University’s use of the turnitin.com service are described on the turnitin.com web site.”

5. **Accessibility Needs**

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit [http://www.accessibility.utoronto.ca/](http://www.accessibility.utoronto.ca/) as soon as possible.

6. **Late penalty:**

Two percentage points per day, including weekends. The penalty will be strictly enforced.

7. **Submission of written work**

Written assignments must be submitted in class or to the Department of Political Science office on dates due. Electronic submissions will not be accepted or acknowledged.

8. **Readings for the Course**

This syllabus identifies required readings for each topic, plus recommended readings. You should find the latter useful in preparing your presentation and essay and following up on a subject which particularly interests you. Obviously, you must read the required readings for each week if we are to have a stimulating seminar. The required readings are available in physical or electronic format through University of Toronto Libraries with these designations:

- **RCR** - Robarts Course Reserves (excepts of some on Quercus Course page)
- **EJ** – Electronic Journal available through UT Library (or Blackboard course page)
- **E-Book** – electronic books available through UT Library
Week 1/ September 11: Overview of the course
Course content, organization, expectations, evaluation etc.


Week 2/ September 18: Origins and Meanings of Development
What does “development” mean? Why is there no agreed upon definition of “development”? How does development theory connect to development policy and practice?

Required

Further Readings


**Week 3/September 25: Colonial Legacies and Challenge of Development**

*Colonialism and the emergence/ evolution of global capitalism. Did colonialism contribute more or less to processes of development or underdevelopment in societies in the ‘global south’? How useful is the dependency perspective to understanding how development challenges in the global south today are shaped by the legacies of colonialism? How is the postwar development project/paradigm influenced by the legacies of colonialism?*

**Required:**


**Further Readings**


Week 4/October 2: Post-War International Development Project

Context of the emergence of development as a key component of the post-war international order. The intersection of politics, power and ideas/ideology in shaping the rise and decline and rise of dominant paradigms and policy approaches to development.

Required:

Further Readings
Week 5/ October 09: Neoliberalism and Development Theory since 1980s: From Washington to Post-Washington Consensus

Context of the rejection of the post-war dominant (state-led) development model and the rise of neoliberalism as development paradigm in the 1980s. What were the theoretical foundations of the Washington Consensus and why did it become so influential? Is the Post-Washington Consensus actually, as the term suggests, a replacement of the Washington Consensus or is it rather an augmentation of the latter?

Required:

Further Readings
Week 6/ October 16: Institutional Turn in Development Theory and Policy

The context of emergence of interest in institutions in development theory and policy. Are institutions key to economic development and, if so, how does a country get “good” institutions? To what extent does the interest in institutions avoid or replicate common weaknesses of dominant paradigms of development? How is ‘good governance’ defined? Can the widely accepted view that democratic governments are better at instigating “breakthroughs” in development be sustained in light of the ‘success’ of the East Asian NICs and also China since 1980s?

**Required**

**Further Readings**


W. Easterly, 2006. “You can’t Plan a Market,” chapter 3 in Whiteman’s Burden: Why the West’s Efforts to Aid the Rest have Done so Much Ill and So Little Good. New York: Penguin.


**Week 7/October 23: Anti-Development/Alternative Development/ Post-Development**

*Contributions of alternative/anti-development/post-development thinking to our understanding of social, economic and political change in developing countries. Does development challenge or reinforce existing structures of power and hierarchies? What alternative to development does Escobar and kindred spirits offer?*

**Required:**


**Further Readings**


Week 8/ October 30: NGOs and Development

Context of advocacy and growth of NGOs as vehicles for development in the 1980s. To what extent have NGOs succeeded or failed as vehicles for alternative development? Do NGOs alter or reinforce the ways in which knowledge and power shape development policy and practice?

Required:

Further Readings
Week 9/ November 13: Gender and Development

Roots and resilience of gendered economic inequalities; contributions of feminist scholarship to
development theory and practice; dynamic and patterns of gender inequalities in the age of neoliberal
globalization.

Required

L. Beneria, G. Berik, and Maria Floro. 2016. Gender, Development and Globalization: Economics as if all
People Mattered. 2nd ed. London and New York: Routledge. (Ch. 1: Gender and Development: A
historical Overview” pp. 1-35 and Chapter 3: gender and neoliberalism, pp. 93-130) eBook

C. Deere, A. Oduro, H. Swaminathan and C. Doss. 2013. “Property Rights and the Gender Distribution of
Wealth in Ecuador, Ghana and India,” Journal of Economic Inequality 11 (2): 249-265

https://openknowledge.worldbank.org/handle/10986/4391

Further Readings

Abu-Ghaida and Klasen. 2004. The Economic and Human Development Costs of Missing the Millenium
Development Goal on Gender Equity. World Development 32:1075-1107.

Y. Braun and A. Traore. 2015. “Plastic Bags, Pollution, and Identity: Women and the Gendering of
Globalization and Environmental Responsibility in Mali.” Gender and Society 29(6): 863-887


Development and Change 43(2): 505-530


Programmes: Room for Revision?” Journal of Development Studies, 44(2).


Cornwall, E. Harrison and A. Whitehead (eds.) Gender Myths and Feminist Fables: The Struggle for

50(4): 1051-79


No. 20380. Issued in August 2014 http://www.nber.org/papers/w20380

N. Kabeer. 2015. “Gender, Poverty and Inequality: A Brief History of Feminist Contributions to the field
of international development,” Gender and Development 23 (2):189-205
Week 10/ November 20: Environment, Sustainability and Development

Evolution of thinking and debate on sustainable development; theoretical foundations and policy approaches of “hegemonic” perspective on environment and development; issues of equity and justice raised in pursuit of sustainable development in the “global south”.

Required:

Further Readings:

T. Miguel, Marshall Burke, Shanker Satyanath, John Dykema and David Lobell “Warming Increases risk of civil war in Africa,” Proceedings of the National Academy of Sciences, December 8 2009, 106 (49), 20670-20674


---

**Week 11/ November 27: Rhetoric and Politics of Development Aid**

*What has been the justification of foreign aid for development in the post-ww2 era? What are the key determinants of patterns of aid allocation? Has foreign aid been beneficial or not to development? How are emerging aid donors from the global South (China in particular) reshaping the international aid architecture and is this a good or bad thing?*

**Required:**


**Further Readings**


P. Collier, 2007. *The Bottom Billion: Why the Poorest Countries are failing and what can be done about it.* Oxford/New York: Oxford University Press (online or EB), especially chap. 1 and 7

W. Easterly 2006. *The white man’s burden: why the West’s efforts to aid the rest have done so much ill and so little good.* New York: Penguin Press. Chapter 1.


Week 12/ December 4: Conflict, Violence and Development

What are the bases of the claim that violence and conflict are incompatible with development? What is meant by the security-development nexus? How has securitization of development shaped the orientation of development policy, including the allocation of foreign aid?

Required


J. Howell and J. Lind. 2009. Counter-Terrorism, Aid and Civil Society before and after the war on Terror. New York: Palgrave Macmillan. (Chapter 6: Aid, Civil Society and the state in Kenya)


Further Readings:


Paul Collier. 2007. The Bottom Billion: Why the Poorest Countries are failing and what can be done about it. Oxford/New York: Oxford University Press, especially chap. 2.


