

University of Toronto
Department of Political Science

POL 201 Y

Politics of Development: Issues and Controversies

Summer 2011

Mondays and Wednesday 12- 2 (BA 1130)

INSTRUCTOR: Prof. Antoinette Handley

Office: Sid Smith Hall 3030
Phone number: 416-978-3342
Office hours: Monday 2.30 – 4.30pm

a.handley@utoronto.ca

Head Teaching Assistant: TBA

Please note that your ongoing registration in this class is taken as agreement that you have read, understood and accede to all of the conditions and requirements of the class as outlined below.

Course Overview

This course analyzes the politics of development in countries of the global South in Latin America, Africa and Asia. It seeks to provide a balanced mix of current issues facing developing countries and theoretical approaches to development.

The first half of the course will serve as an introduction to the idea of “development,” considering when and how it emerged, and how ideas and developments in the “real world” have interacted to shape both the developing world and how we think about that part of the world. We will proceed to consider how international institutions and regimes have molded the prospects and choices of developing countries. Specific areas of focus will include land and rural issues, health and human development and developing country economies.

In the second half, the course focuses on the domestic/national-level political dynamics and more specific challenges less-developed countries face. We will explore the politics of regime change, analyzing the main characteristics of state-society relations in developing countries, and the complex processes of democratization many countries in the South have been undergoing in the recent past. We will then proceed to examine a number of development challenges that have been especially salient since the end of the Cold War, such as: international aid, religion and politics, civil wars and internal conflict, peacebuilding and reconstruction in war-torn societies, environmental sustainability, gender and sexuality, and the AIDS epidemic.

Course requirements

The course involves four hours of lectures a week and a number of one hour tutorials with a teaching assistant. The requirements for the course are as follows:

1. Tutorial attendance and participation (5% for each half of the course)	10%
2. Review essay (6-7 pages, including bibliography) Due in class on June 8th	15%
3. Midterm test (1.5 hrs) June 22nd	25%
4. Research essay (12-14 pages, including bibliography) Due in class on July 20 th	25%
5. Final term test (1.5 hrs) August 10th	25%
	—
TOTAL	100%

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 are therefore strongly advised to visit it frequently. 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 and announcements that 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.

How to contact us – and who to contact

If you have a question about the course, please make use of the instructor's or your teaching assistant's office hours.

Email Communication with the Course Instructor: Your course-related queries should be directed to your TA, who will forward challenging questions to the instructor. All such messages should include the course identifier [POL 201] in the subject line and the student's full name in the message. They should come from an "utoronto" account, or they may be misdirected to the junk

folder. Please refrain from sending attachments (including assignments) with your messages. Allow 2-3 business days for the instructor or teaching assistants to respond to your message before contacting them again, and note that e-mails will not be replied to over the weekend.

Class assignments

NB: Please note that because we are using Turnitin.com, there will be a **two-step submission process** for both of your papers.

1. First, you need to submit an electronic copy of your paper to Turnitin.com (instructions will be posted on Blackboard). You need to do this *ahead of time*.
2. Second, you must staple the receipts from Turnitin to the hard copy of your paper and submit it in class on the due date.

All students (including those using Turnitin and those not) are required to submit a hard copy of their assignment (whether or not their paper is submitted late). For the purposes of calculating a late penalty, it will be the hard copy that counts.

Review essay (due in class on June 8th)

In a 6-7 page paper (including bibliography), present a review of one of the sets of articles you will be given. The review essay topics, along with the relevant articles, will be posted on the course website by May 23rd. In this review essay, you will be required to present the main themes and issues each piece explores, bringing them together in one coherent review, highlighting strengths, weaknesses and gaps in the analyses presented by the different authors, how each piece speaks to the central theme that unites them, and how they relate to each other.

Research essay (due in class on July 20th)

In a 12-13 page paper (including bibliography), write a research essay exploring one of the assigned topics. As with the review essay, these topics will be posted on the course website, in this case by June 24th. No alternative topic or country case will be permitted.

Guidelines for Essay Writing

1. You should use consistently one recognized system for citing references (either in 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. (Most essays of this length will draw on 8-10 sources). You are advised not to artificially “pad” your bibliography with sources that you did not actually consult.
2. 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.
3. Pay careful attention to the appropriateness of your sources, particularly web-based ones.
4. 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.

5. 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.
6. Students are strongly advised to keep a copy of their paper, together with all of their rough work and research notes, until they have received their graded essay back.

Extensions

Only compelling, exceptional 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. Requests due to work overload (either university-related or extra-curricular) will not be accepted and requests received after the due date will be treated much less sympathetically. 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 on a reliable medium often and avoid leaving work to the last minute.

If you foresee difficulties in meeting the deadline AND you have documentation, please contact the head 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.

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 and marked with the course number and the instructor's name. *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.*

Class assignments – format, due dates, penalties and re-grading policy

All assignments should be submitted in class on their due date. You should keep a copy of all your work (including research notes and rough drafts) until you have received your graded paper back in order to prevent problems in the unlikely event that your assignment is misplaced or in case we should need to see it. Once you receive your graded assignment, make sure to keep it until all final grades have been submitted and posted on ROSI.

The page limit for the assignments refers to double-spaced pages, with 12-point font, and one-inch margins.

You may use the referencing style of your preference (MLA, Chicago, APA, etc), as long as you are consistent and provide complete references. Please consult a style guide in case you have doubts regarding how to properly include a reference in your assignment.

The late penalty for assignments handed in beyond their due date is **5% per day**, including weekends and holidays. It is strongly recommended therefore that you hand your essay in on the due date.

If you would like to have your essay re-graded, you must submit a written request (1-2 pages) clearly outlining why you feel the grade you received was not a correct assessment of your work. You should submit that request *to the person who graded your work* and you should do so within 10 days of the original hand back date for that piece of work. In that request, you must indicate the grade (number grade, not simply letter grade) you feel your essay deserves. There must be a significant difference between the grade you received and the grade you feel your essay deserves. Please include the original essay with your request.

You should note that, as a result of the re-grade request, your essay grade may remain the same, go up, or go down.

A note on plagiarism and writing

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. You should note that *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.

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

Remember that there is a two-step submission process for students using Turnitin that is outlined above. 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 to Turnitin.

Course readings

The required course readings indicated with [CR] have been assembled in two separate **course readers** (one for each half of the course) that are available for purchase at:

Canadian Scholars Press International,
180 Bloor St West, Ste 801
Tel 1800 463 1998.

<http://www.cspi.org/>

Required readings indicated with [E] are available **electronically** via links in the course website on BlackBoard.

Accessibility needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:

Disability.services@utoronto.ca

Or via the website: <http://studentlife.utoronto.ca/accessibility>

SCHEDULE OF TOPICS AND READINGS

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

Lecture 1: Introduction to the course (May 16)

[E] Randall, Vicky. 2004. "Using and Abusing the Concept of the Third World: Geopolitics and the Comparative Political Study of Development and Underdevelopment." *Third World Quarterly* February, 25 (1): 41-53.

[CR] Collier, Paul. 2007. "'Falling behind and falling apart'" in *The Bottom Billion*: 3-13

Lecture 2: Theories of development I (May 18)

Modernization theory; colonialism, decolonization and orthodox economic development models; the introduction of foreign aid

[CR] Rostow, W. W. 1990. "The five stages of growth – a summary." In *The Stages of Economic Growth*, 3rd ed. (chap 2): 4-16.

[E] Valenzuela, J. Samuel and Arturo Valenzuela. 1978. "Modernization and dependency: alternative perspectives in the study of Latin American underdevelopment." *Comparative Politics* 10 (4): 535-57.

Victoria Day (May 23): No class meeting

Work at home on your review essay.

Lecture 3: Theories of development II (May 25)

Dependency theory; the colonies bite back: the rise of a "Third world" bloc and the NIEO

[CR] Lenin, Vladimir. 1939. "The division of the world among the great powers" and "Imperialism as a special stage of capitalism." In *Imperialism: The highest stage of capitalism* (chaps. 6 and 7): 76-98.

[CR] Cardoso, F. H. and E. Faletto. 1979. "Preface to the English edition." In *Dependency and Underdevelopment in Latin America*: vii-xxv.

Lecture 4: Theories of development III (May 30)

The rise of the NICs; the debate over the state in the 1970s and the 1980s; debt and neo-liberal development strategies in the 1980s and 1990s

[CR] Evans, Peter. 1992. "The state as problem and solution: Predation, embedded autonomy and structural change." In *The Politics of Economic Adjustment*. Eds., Stephan Haggard and Robert Kaufman (chap. 3): 139-181.

[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.

[E] Krueger, Anne O. 1990. "Government failures in development." *The Journal of Economic Perspectives* 4 (3): 9-23.

[CR] Elson, Diane. 2002. "Gender Justice, Human Rights, and Neo-Liberal Economic Policies." In *Gender Justice, Development and Rights*. Eds., Maxine Molyneux and Shahra Razavi. Oxford: Oxford University Press: 78-114.

Lecture 5: The idea of human development (June 1)

Including issues concerning health, disease, gender, poverty and inequality

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

[CR] George, Susan. 1977. "Introduction" and "Rich man, poor man: who's the thief?" In *How the other half dies: the real reasons for world hunger* (intro and chap 1): 15-49.

[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.

Lecture 6: The environment and resource endowments (June 6)

[E] Sachs, Jeffrey. 2003. "Institutions matter, but not for everything: the role of geography and resource endowments in development shouldn't be underestimated." *Finance and Development* 40 (2): 38-41.

[E] Ross, Michael L. 1999. "The political economy of the resource curse." *World Politics* 51 (2): 297-323.

Lecture 7: Rural and urban development (June 8)

***Review essay due in class on this day ***

[CR] Boserup, Ester. 1971. "Male and female farming systems" and "The lure of the towns" in *Women's role in economic development* (chaps 1 and 9): 15-36, 157-173

Lecture 8: The international financial institutions (June 13)

The IMF, World Bank and WTO

[CR] Green, R. and M. Faber. 1994. "The structural adjustment of structural adjustment." *IDS Bulletin* 25 (3): 1-8.

[CR] World Bank. 1989. "A thirty-year perspective: past and future" In *Sub-Saharan Africa: from crisis to sustainable growth* (chap. 1): 16-36.

[E] Einhorn, Jessica. 2001. "The World Bank's mission creep." *Foreign Affairs*: 22-35.

Lecture 9: The debate about globalization (June 15)

[CR] Stallings, Barbara. 2003. "Globalization and liberalization: the impact on developing countries." In *States, Markets and Just Growth: development in the 21st century*. Eds., A. Kohli, C.-I. Moon and G. Sorensen (chap. 1): 9-34.

[CR] Sen, Amartya. 2000. "How to judge globalism." In *The Globalization Reader*. Eds., Frank J. Lechner and John Boli.

[CR] 2000. "Porto Alegre call for mobilization" In *The Globalization Reader*. Eds., Frank J. Lechner and John Boli (chap. 2 and chap. 57): 16-21, 435-437.

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

Meeting 10: Review session (June 20)

Meeting 11: Mid-term test (June 22)

Part II: The Politics of State and Regime

Lecture 1: Precolonialism, colonialism and state formation in the developing world (July 4) (incl the birth of modern India)

[E] Clapham, Christopher. 1985 *Third World Politics* (chap 2): 12-38

[CR] Kohli, Atul. 2004. "Introduction" in *State-directed development* (chap 1): 1-24

[E] Acemoglu, Daaron, Simond Johnson and James Robinson. 2001. "The colonial origins of comparative development" in *American Economic Review*, 91: 1369-1401

Lecture 2: Nations and nationalism in the developing world (incl Independence) (July 6)

[CR] Brown, JM. 1985. *Modern India: The origins of an Asian democracy* (chaps 4-6): 194-250

[CR] Rotberg, Roberg. 1971. "Psychological stress and the question of identity: Chilembwe's revolt reconsidered" in *Rebellion in Black Africa* (cja 5): 133-163

Lecture 3: State-Society relations in the developing world (July 11)

[CR] 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.

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

[E] Young, Crawford. 2004. "The End of the Post-Colonial State in Africa? Reflections on Changing African Political Dynamics." *African Affairs* 103: 23-49.

Lecture 4: Foreign aid, NGOs and the developing country state (July 13)

[E] Thérien, Jean-Philippe. 2002. "Debating Foreign Aid: Rights versus Left." *Third World Quarterly* 23 (3): 449-466.

[CR] Collier, Paul. 2007. "Aid to the rescue?" in *The Bottom Billion* (chap 7): pp100-123

[CR] De Waal, Alex. 2006. "The humanitarian international" in *Famine Crimes* (chap 4): 65- 85

Lecture 5: Authoritarianism, democracy and development in the developing world (July 18)

[CR] Acemoglu, Daron and Robinson, James. 2006. "Paths of political development" and "Our argument" in *Economic origins of dictatorship and democracy* (chaps 1-2): 1-46

[CR] Collier, David (1979) "Overview of the bureaucratic-authoritarian model" in David Collier (ed) *The new authoritarianism in Latin America* (chap 1):19-32

[E] Brownlee, Jason. 2002. "... And Yet They Persist: Explaining Survival and Transition in Neopatrimonial Regimes." *Studies in Comparative International Development* 37 (3): 35-63.

Lecture 6: Broadening popular participation in decision making (July 20)

Democratization, gender and civil society

Research essay due in class on this day

[CR] In Diamond, Larry, Juan Linz and Seymour Martin Lipset. 1990. *Politics in developing countries: Comparing experiences with democracy* (selection from chap 1): 6-66

[CR] Huntington, Samuel P. 1991. "What?" in *The third wave: democratization in the late twentieth century* (chap 1): 3-30

Part III: Challenges and issues

Lecture 7: Religion and Politics (July 25)

[E] Stepan, Alfred. 2005. "Religion, Democracy and the 'Twin Tolerations'." In *World Religions and Democracy*. Eds., L. Diamond, M. Plattner and P. J. Costopoulos. Baltimore: The John Hopkins University Press: 3-23.

[E] Nasr, Vali. 2005. "The Rise of 'Muslim Democracy'." *Journal of Democracy*. 16 (2): 13-27.

[E] Daudelin, Jean and W. E. Hewitt. 1995. "Churches and Politics in Latin America: Catholicism at the Crossroads." *Third World Quarterly* 16 (2): 221-236.

Lecture 8: Ethnicity, culture and development (July 27)

[E] Inglehart, R and Carballo, M. 1997. "Does Latin America exist? (And is there a Confucian culture?)" *PS: Political Science and Politics*: 34-47

[E] Varshney, A. 2001 "Ethnic conflict and civil society" in *World Politics*, 53: 362-398

Simcoe Day (August 1): No class meeting

**Lecture 9: Security threats, military conflict and rebuilding in post-conflict situations
(August 3)**

[E] Huntington, Samuel. 1965. "Political development and political decay" in *World Politics*, 17 (3) (April): 386-430

[E] Samset, Ingrid. 2002. "Conflicts of Interests or Interests in Conflict? Diamonds and War in the DRC." *Review of African Political Economy*. 29 (93/94): 463-480.

[E] Paris, Roland. 2002. "Peacebuilding in Central America: Reproducing the Sources of Conflict?" *International Peacekeeping*. 9 (4): 39-68.

Meeting 11: Review Session (August 8)

Meeting 12: Term Test (August 10)