Faculty of Arts and Science - Department of Political Science

POL377H1 F

Topics in Comparative Politics I

Fall 2024 Syllabus

Course Meetings

POL377H1 F

Section	Day & Time	Delivery Mode
LEC0201 Development: History, Debates and Problem-Spaces	Wednesday, 3:00 PM - 5:00 PM	In Person

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Instructor: Lana Salman
Email: lana.salman@utoronto.ca
Office Hours and Location: Thursday 2-3:30 PM via zoom, sign-up here
https://www.wejoinin.com/sheets/ebvca, find the zoom link in module 1 on Quercus

Teaching Assistant:
Email:

Course Overview

Development is one of the most controversial topics of our times. Its meaning is broad and often unstable, and its trajectories are long and diverse. Typically, development has been used to split the world into two parts: developed countries (initially of the West and now beyond) and the underdeveloped countries of the non-West, or the Global North and Global South. However, more than a qualification of specific geographies, development has a double meaning. First, the development of capitalism and the penetration of market logic on a global scale, and second, development as a set of interventions in third-world countries often to palliate the consequences of capitalist extraction.

Unsurprisingly, the development of capitalism and the spread of market rule around the globe comes at a price: a widening gap between rich and poor and the rise of extreme forms of inequality. The division today is thus between people who can afford shelter, clothing, food, and relative security and those for whom these conditions are a matter of daily struggle. Despite their severity, these inequalities are not inevitable; they are rather produced. Our task in this course is to investigate some of the conditions of their production with the conviction that in order to imagine the alternative futures we want to inhabit, we need to understand first where we are at and how we got here.

The course is divided into three parts. "Part I: Where are we at?" paints broad brush strokes about this double meaning of development and introduces students to the current state of development in our globalized world. "Part II: What got us here?" explores the historical conditions of the emergence of

development as a set of interventions in third-world countries and its relationship to colonialism, empire, and decolonization. "Part III: What is being done about it?" looks at debates related to addressing development challenges and specific interventions such as microfinance, cash transfers, and universal basic income. It also examines the changing meanings of poverty and welfare that could result from these interventions.

This cross-disciplinary course draws on readings in history, geography, anthropology, and urban studies to critically examine how development is lived, governed, and enacted in our global world.

Course Learning Outcomes

- Distinguish the two meanings of development (the development of capitalism and development as a set of interventions in third-world countries) and understand their relationship.

- Discuss the colonial roots of development representations and challenges.

- Critically assess the advantages and drawbacks of contemporary development interventions.

- Approach the development challenges of your geography of interest (for example, the country where you grew up, or a country you visited) through the critical lens you will learn in this class.

Marking Scheme

Assessment	Percent	Details	Due Date
Participation	20%	We will have a think-pair-share exercise every session, during which you will have the opportunity to explain your understanding of the readings. Share at least twice during the semester and upload your reflections on Quercus to earn the full participation grade.	No Specific Date
Midterm exam	30%	Details about the midterm will be given in class.	2024-10-16
Book report	25%	Please submit a report about Katherine Boo's Behind the Beautiful Forevers (2012). Your report should include explicit links to two class readings and one class discussion. It should be at most 600 words. Find the book at the link under week 1 in the course modules.	2024-11-08
Online Final Exam	25%	Details about the final exam will be given in class	Final Exam Period

Course Schedule

Week	Description
Week 1 **Part I** Sept 4	**Intro and critical reading exercise** We will go over class content, requirements, and policies. We will do a critical reading exercise together in class so that you are equipped to get the most out of the assigned readings. I will also ask you to complete a short survey to get to know you better.
Week 2 Sept 11	**The state of development in a globalized world and its meaning** • Chancel, Lucas, Thomas Piketty, Emmanuel Saez, and Gabriel Zucman. 2022. "The World Inequality Report." World Inequality Lab. (https://wir2022.wid.world/ 22-23, 26-37, 64-69 • Shrestha, Nanda. 1995. "Becoming a Development Category." In *Power of Development*, edited by Jonathan Crush, 1st ed., 259–70. New York & London: Routledge. • Kabeer, Naila. 2005. "Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal." *Gender and Development* 13 (1): 13–24.
Week 3 **Part II** Sept 18	**Colonialism, the West, and the creation of the third world** • Bernstein, Henry. 2000. "Colonialism, Capitalism, Development." In *Poverty and Development into the 21st Century*, edited by Tim Allen and Alan Thomas, 241–271. United Kingdom: Oxford University Press. • McClintock, Anne. 2008. "The Lay of the Land." In *The Development Reader*, edited by Sharad Chari and Stuart Corbridge, 1st ed., 31–43. London: Routledge.
Week 4 Sept 25	**Decolonization, and the development project** • McMichael, Philip. 2017. "Instituting the Development Project." In *Development and Social Change: A Global Perspective*, Sixth edition, 28–54. Los Angeles: SAGE. • Truman, Harry S. 1949. "Point IV Speech ('Inaugural Address')." https://www.trumanlibrary.gov/library/public-papers/19/inaugural-address • Escobar, Arturo. 1999. "The Invention of Development." *Current History* 98 (631): 382–86. • Prashad, Vijay. May 2012. "Dream History of the Global South." *Interface: A Journal for and about Social Movements* 4 (1): 43–53.
Week 5 Oct 2	**Debt, and structural adjustment** • Gowan, Peter. 1999. "Capital Markets, Financial Systems and the Postwar International Monetary System", and "The Dollar-Wall Street Regime." In *The Global Gamble: Washington's Faustian Bid for World Dominance*, 8–12; 16-35. London; Verso. • Elson, Diane. 1992. "Male Bias in Structural Adjustment." In *Women and Adjustment Policies in the Third World*, edited by Haleh Afshar and Carolyne Dennis, 46–68. Basingstoke: Macmillan. • Sanmiguel-Valderrama, Olga. 2011. "Community Mothers and Flower Workers in Columbia: The Transnationalization of Social Reproduction and Production for the Global Market." *Journal of the Motherhood Initiative for Research and Community Involvement* 2 (2): 146–60.

Week 6 **Part III** Oct 9	**Measuring and representing** • Fischer, Andrew Martin. 2018. *Poverty as Ideology: Rescuing Social Justice from Global Development Agendas.* London, England: Zed Books. pp. 1-9, 12-22. • Waring, Marilyn. 2003. "Counting for Something! Recognising Women's Contribution to the Global Economy through Alternative Accounting Systems." *Gender and Development* 11 (1): 35–43. • Farmer, Paul. 1996. "On Suffering and Structural Violence: A View from Below." *Daedalus* 125 (1): 261–84.
Week 7 Oct 16	**In class midterm**
Week 8 Oct 23	**Aid and its effectiveness** • Easterly, William. 2007. *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, N.Y: Penguin Books. **(selections to be determined)** • Sachs, Jeffrey. 2005. *The End of Poverty: Economic Possibilities for Our Time.* New York: Penguin Press. **(selections to be determined)**
Week 9 Nov 6	**Professor away at a conference – no class** Watch the film Poverty Inc. https://video-alexanderstreet-com.myaccess.library.utoronto.ca/watch/poverty-inc?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver Take notes, it will be featured on the final exam
Week 10 Nov 13	**'Empowering' women** • Roy, Ananya. 2010. "Global Order Circuits of Capital and Truth." In *Poverty Capital: Microfinance and the Making of Development*, 1st ed., 41–62. New York, NY: Routledge. • Salman, Lana. 2023. "Revolutionary Debtscapes: Domestic Territories of Contestation in Tunisia." *Gender, Place & Culture* 0 (0): 1–20. • Molyneux, Maxine. 2006. "Mothers at the Service of the New Poverty Agenda: Progresa/Oportunidades, Mexico's Conditional Transfer Programme." *Social Policy & Administration* 40 (4): 425–49.
Week 11 Nov 20	**'Give a man a fish'** • Ferguson, James. 2015. "Give a Man a Fish: From Patriarchal Productionism to the Revalorization of Distribution." In *Give a Man a Fish: Reflections on the New Politics of Distribution*, 35–62. Duke University Press.
Week 12 Nov 27	**Review session for the final exam**

Policies & Statements

Coming to class prepared

You will get the most out of this class if you come prepared, which means completing all the readings before each class. The assigned readings vary between forty and sixty pages a week on average. Although I will lecture for part of this class, at least half of our class time will be interactive. It is, therefore, **crucial** that you come prepared to discuss the readings, not only because it will ensure that we have a fruitful time together, but also because it will allow you to learn from each other. I will not be summarizing the readings during lectures. It is your responsibility to cover the assigned material. I will instead dedicate lecture time to situate these readings in a broader body of knowledge and theories about the themes we are discussing.

One way to make this material more fun is to read it and discuss it with others. The Faculty of Arts and Sciences sponsored study groups, the Recognized Study Groups, are a great way to do this. You can apply to lead or join a study group [here](#).

Participation + Conduct in Class

Discussion and participation are a vital component of learning. To ensure we all get the best out of this course, we must adhere to basic principles of civility and professionalism. As shared learning environments, classrooms may sometimes be challenging to navigate because we can get confronted with ideas and viewpoints very different from our own. Please share your ideas and express your opinions but refrain from using offensive or derogatory language and engaging in personal attacks. Disagree with ideas and be open when challenged in your own beliefs. Make this exchange an opportunity to discuss these ideas in a shared learning environment where we assume the best of others in the class and, in turn, expect the best from them.

The Code of Student Conduct and The Code of Behaviour on Academic Matters begins with a compelling call for faculty and students to collectively uphold the "integrity of the teaching and learning relationship." You can find both codes at [the Governing Council](#) website.

Assignment submission and late assignments policy

There are two assignments to complete for this class: the book report, and the think-pair-share short reflections, both of which should be submitted via quercus.

There will be a late penalty of 2 % for every day you are late submitting your book report. I will no longer accept the report submitted more than one week after the deadline.

You should submit the think-pair-share reflections in-class once we are done with the sharing part of the exercise. I will give the instructions for this.

Using generative AI

You can use generative AI models (ChatGPT, Elicit, GitHub Copilot, etc.) in this class to brainstorm ideas, edit your prose, etc. However, these models are imperfect and can generate errors and misconceptions. You will be responsible for any errors, biases or offensive or unethical content submitted as part of your assignments whether or not it is AI generated. If you use content generated through an AI model, you must acknowledge this contribution in your work, like you would cite a source you use in your paper. If you use AI for editing, or translating, or correcting English writing or grammar, you must list that at the beginning of the paper, e.g. "This paper was produced using generative AI, (e.g. ChatGPT) for editing, summarizing and proof-reading purposes."

Academic Integrity

Any submission with your name on it is presumed to represent your own original work. If you use the words or ideas of other people, you must clearly attribute this work to their authors by properly citing them, and explain how you use it in your own work. Your undergraduate career at the University of Toronto is your opportunity to discover and learn. You do not want to have this career tainted by allegations of cheating and plagiarism. Academic misconduct of this sort will result in a failing grade in this class, in addition to being investigated following procedures outlined in the [Code of Behaviour on Academic Matters (https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019).

If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me, and consult institutional resources on campus. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at http://www.writing.utoronto.ca.

Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity (https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity (https://www.academicintegrity.utoronto.ca)](https://www.academicintegrity.utoronto.ca).

Plagiarism Detection Tool

You are required to submit your assignments to Turnitin, the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, you will allow your essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq). If you have any issues about submitting your work in Turnitin, please talk to me.

Mental Health and Well-Being

Your mental health is very important. I understand that some of you may be under different sorts of duress for various reasons throughout the semester, as many experiences and circumstances can impact your mental health and well-being.

If you're in distress, you can access immediate support here: https://uoft.me/feelingdistressed

As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (https://studentlife.utoronto.ca/department/health-wellness/) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit **https://uoft.me/mentalhealthcare** to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form.

The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see http://www.illnessverification.utoronto.ca. For information on Absence Declaration Tool for A&S students, please see https://www.artsci.utoronto.ca/absence. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting https://studentlife.utoronto.ca/department/accessibility-services/. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Quercus Info

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. For this course, I will posting additional material related to each session every week on Monday. With sufficient notice, I may also change or update some readings. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca.

Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Online Communication

If you have questions about this course, the quickest way to have them answered is to talk to me to me before or after class. You can also check the syllabus which contains all relevant information. If you have any questions that remain answered, email your teaching assistant ---- (----). Send me an email only after trying the above avenues. Please use your mail.utoronto.ca email addresses for all course-related communications, and check this address regularly. Do not use the Quercus built-in communication tool, called "Inbox". This is not the same as email.

Recording Lectures

Recording by students: You may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to me prior to beginning to record lectures. Creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Recording by instructor: For the purposes of evaluating my teaching, I may record one or two lectures throughout the semester. This will include recording your participation in class. I will make the recorded lecture available to two colleagues responsible for evaluating my performance. If you have a problem being recorded, please speak to me so we can work out an alternative arrangement.