Political Economy of Development

Y657
Section # 16411

Wednesday 10:00 a.m. - 12:10 p.m.
WH 218

Professor Lauren M. MacLean
Office: 404 Woodburn Hall
Office tel.: 856-2376
E-mail: macleanl@indiana.edu
Office hours: Mondays 9:30 a.m. - 11:30 a.m.; and by appointment.

Overview:

This course examines the political economy of development, comparing how societies pursue development over time and across space. We will conceptualize development broadly as an ongoing objective that concerns societies and communities around the world, not simply in impoverished regions of Africa, Asia, Latin America and the Middle East. We will grapple with what are arguably some of the most important questions for the discipline of political science and for our societies in general.

In the first section of the seminar, we will critically examine how various groups, communities and individuals contest the conceptualization of the very goals of development. We will also focus on the historical development of various structures and institutions for international development through the precolonial, colonial, and post-WWII periods.

In the second section of the seminar, we will analyze the key changes in the paradigms of development over time. This section will examine the assumptions and theories of development from the perspective of scholars of modernization, dependency, and neoliberalism.

In the third and longest section of the seminar, we will concentrate on the political economy of various policies and practices within the prevailing neoliberal paradigm. We will look at the role of the state and the politics of public service provision; the potential problem of resource endowments; the role of gender in development; conflicts over notions of sustainable development; the role of democracy and civil society in development; the politics of humanitarian relief and post-conflict reconstruction; and, the future of foreign aid in development.

Throughout the course, we will be thinking systematically about the winners and losers of development paradigms, policies and practices. While plenty of development failures receive scholarly and media attention, we will also evaluate whether any “success” has been achieved and try to assess carefully what we have learned from the past. The class will explore competing theories but always seek to connect these theories to actual policies and lived experiences at the grassroots.

It is important to note that this course does not assume any prior knowledge of economics or political economy. The reading is multidisciplinary, drawing on key theoretical debates and discussions in political science, development economics, sociology, anthropology, history,
geography, etc. The syllabus lists additional readings and sometimes films for your later use. For this topic, it is quite valuable and important to read comparatively and to have seminar participants with diverse disciplinary backgrounds as well as empirical interests in many corners of the world.

A Few Key Questions to Keep in Mind throughout the Course:

How are politics and the economy connected?

What is the role of the state in the economy? What are the changing roles of non-state actors?

Scholars, politicians and policymakers have advocated for a series of very different development paradigms over time. Many would say that we still have not gotten it “right.” What drives these changes in development trends? What do various paradigms leave in or leave out of their equations?

What is the role of local knowledge and participation in development? What are the connections between the local, regional, national and global in the political economy of development?

What are the differences between development in the advanced industrialized countries and in the rest of the developing world? Is there a meaning to the conception of a “second” world?

Is globalization new? If not, is it different today than in the past? How?

Course Objectives:

After taking this seminar, graduate students should be able to:

- Understand the political history of a diversity of development paradigms.
- Critically read theoretical and policy literature and be able to identify key concepts, arguments, assumptions, and adequacy of logic as well as evidence.
- Engage in and facilitate a constructive and lively discussion about politics, policy and social science theory.
- Apply theories and concepts of development to current empirical problems.
- Develop a comparative research paper that seeks to understand why development politics and outcomes have varied across time and/or across geographic space.
- Conduct research using a variety of sources, including primary data available here.
- Write a research paper that makes an original and compelling argument, supported by appropriate evidence.
- Present preliminary research orally and respond to constructive criticism.

Course Requirements:

Students are required to: attend all classes; do all assigned reading; write 2 one-page article brief/analytic memos (that should be useful as notes for your field exams or future writing/projects); participate energetically in class discussion; serve twice as discussion facilitators; and write and present one seminar paper (the nature of the paper is flexible in order to be of the most value to students who are at various stages of their graduate programs).

Class Attendance and Participation. Attendance and participation is obviously a critical component of this class. No matter what your background or area of expertise, your participation is important and valued. Every one of us needs to listen respectfully and tolerate the differences
of opinion that will undoubtedly be present in our group. This mutual respect and tolerance does not preclude lively debate, questions, and even challenges, but all of this should be done appropriately.

In order for any of this to happen, you must come to class PREPARED to discuss the readings. While there are many, many more articles and books that I think are terrific, I have tried very hard to trim the reading to several good pieces so that we can better focus our time and effort. Some of the fantastic articles/books that are not required are listed on the syllabus as “additional resources”. They are not “optional” but only included as a future reference for you.

**Two One-Page Article Brief/Analytic Memos.** At the end of class each week, I will give you a “sneak preview” of what to expect and look for in the next week’s readings. Generally, as you read, think about the following: 1) what is the question being asked?; 2) what is the argument put forth by the author? 3) what types of methods/data does the author use to support their argument; 4) is it convincing and why? does it fit with what you thought or know about international development? 5) how does this compare to what we have read or seen earlier in the course? 6) how does this compare to what you might know about other time periods or places?; and, 7) what are the policy implications emerging from the analysis/argument presented?

Please use the article brief/memo guidelines at the end of the syllabus to guide you in writing your memos. You will highlight three articles or chapters from the reading in your memo. In the interest of the environment, you are encouraged to post an electronic copy of your memo on Canvas at least 12 hours prior to class (basically 10 p.m. the night before). If you can’t make that deadline, please bring enough hard copies of your memo to distribute to everyone in class. We will peruse these very quickly in the very beginning of class as we get settled and ready to start our discussion. Sharing your memos is not meant to be intimidating but rather give you practice in reading each other’s work, working collaboratively (one key to graduate school success!), and giving/receiving constructive feedback in a public forum. These memos will hopefully inspire a few additional questions for our discussion.

My advice in general would be to take some kind of notes as you read, either in a bibliographic database such as EndNote or Zotero (which is offered FREE at IU!), or literally scrawled at the top/bottom of the article itself. The idea is to create a record of your reading that will be useful later on when you are studying for your exams, writing your proposal/dissertation, and, most especially, if you are writing, teaching, or advising students long after grad school and your classes are a distant memory!

Please remember that these memos should be short and sweet (1-2 pages, double-spaced max.). They are not designed to be overly burdensome but to give you a way to organize your thoughts ahead of class and for later in life.

**Discussion Facilitator Role.** Students will serve as discussion facilitators two times. Students will rank their #1-3 choices of weeks on a handout during the first class. I will do my best to accommodate preferences and send the assigned roles soon after our first meeting. The discussion facilitator(s) will distribute their memo via e-mail to the entire class at least 48 hours in advance of our meeting, i.e., by 10 a.m. on Monday morning. As detailed below in the guidelines, in addition to briefing at least three of the articles/chapters, the discussion facilitators will pose at least three questions about the readings to the class, and then answer one of these questions briefly in their own memo. The rest of the class can either respond to one of the questions posed by the discussion facilitators or a question of their own choosing. Having the discussion facilitators’ memos in advance is aimed at stimulating your memo writing as well as giving us
some time to think about a few key questions in advance. During class, discussion facilitators will play a more active role in facilitating the conversation, trying to engage peers in a dialogue about the readings.

**Seminar Papers.** At several points during the semester, you will be asked to complete assignments that build on each other and help you get started early on your seminar paper. It is not possible to write a superior seminar paper in two weeks or less. Please come see me in my office hours or by appointment to discuss the chosen format for your seminar paper. You may choose to write any of the following: a literature review piece that would compare and contrast arguments in one or more literatures that might be useful as you develop a proposal; a dissertation proposal (or possibly a grant proposal); or, a data-based paper that might be useful as a second year paper, publishable as an article or later be a chapter of your dissertation. I am open to other formats as well if they seem better suited for your particular goals and objectives.

We will not have any reading due the last two weeks of class in order to facilitate your research, analysis and writing. During those two weeks, we will meet in class for short oral presentations (10 minute presentation by student; 5 minute response by a classmate assigned to read the student’s draft paper; 10 minute discussion by the larger group).

The seminar papers are due in hard copy in my mailbox in WH210 on Monday, May 1, by 4:00 p.m. The deadline is listed on the course class schedule below. Please do not send your paper via e-mail. Late papers will be penalized at a rate of one-half grade per day. There are always legitimate exceptions to this rule but I would like you to know from the beginning that I strongly discourage incompletes.

**Canvas system/E-mail/Communication.** In this class, we will be using the IU Canvas system to post the syllabus, any presentation materials from class, and any outside articles/resources as they appear (i.e., newspaper articles). Also please know that I try to check e-mail at least once daily but due to travel and family obligations, I am often unable to check it that frequently in the evenings or on the weekends.

**Required Books and Readings:**

You are not required to purchase any books for this class. All of the readings will be available on the Assignment tab of Canvas.

If you have trouble findings or downloading a reading, please search for it yourself first. Then, ask a friend in the class. If you are still having troubles after demonstrating this initiative and resourcefulness, please contact me WELL IN ADVANCE of the class session.

**Grading:**

Seminar Paper (40%)
Oral Presentation of Paper (20%)
2 Article Brief/ Analytic Memos (10%)
Overall Class Participation (20%)
Two Roles as Discussion Facilitator (10%)

** Please note. I reserve the right to change any readings, dates and requirements listed in this syllabus. If this occurs, every effort will be made to announce the changes well in advance. You are responsible for any changes made and announced in class or via e-mail. **
Course Reading and Class Schedule:

Section 1: Concepts and History of International Development

1. Wednesday, January 11
Introduction: Ourselves; Course Goals; Requirements;
What is Development?

In-Class Methods Discussion:
How to Read an Article/Book

Required reading:


Additional Resources:


2. Wednesday, January 18
The History of the Great Transformation for the Early Developers

In-Class Methods Discussion:
What’s the Difference Between a Topic and a Research Question?

Required reading:


[notion of late developers and how timing of development matters]

Additional resources:
[politics of taxation as state building]
3. Wednesday, January 25
The History of International Development for the Global South

Required readings:
Precolonial Politics and Development


Colonial Politics and Development


Additional Resources:


Section 2: Contested Paradigms of Development

4. Wednesday, February 1
Paradigms of Modernization vs. Dependency

Assignment due: Topic and Research Question for Seminar Paper

Required readings:


Additional Resources:

Other notable scholars associated with modernization theory: Gabriel Almond, S.N Eisenstadt, Daniel Lerner, Lucien Pye, Sidney Verba, etc.


[how “tradition” can play a useful role in “modernization” and development]


5. Wednesday, February 8
Debates Over the Lessons Learned from East Asian Success: The Role of the Developmental State

In-Class Methods Discussion: How to Get the Most Bang for your Buck from Reviewing the Literature; Dependent and Independent Variables; Hypotheses and Rival Explanations

Readings due:


Additional resources:
FILM: “Life +Debt” [Director: Stephanie Black, 2001]
6. Wednesday, February 15
The Debt Crisis and the Rise of the Neo-liberal Paradigm

In-Class Methods discussion:
Research design and Methods; Reviewing your options and designing a project that will enable you to build an argument.

Required readings:


Additional resources:
**FILM:** “Our Friends at the Bank” [Director: Peter Chappell, 1998] Reveals the politics of negotiations between the World Bank and the government of Uganda over an 18 month period.


Section 3: Contemporary Issues and Challenges of the Political Economy of Development
7. Wednesday, February 22
State Capacity and the Politics of Public Goods Provision

In-Class Discussion:
The Importance of Conceptualization; Operationalization and Measurement of concepts.

Required readings:


Habyrimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. 2009.
“Why Does Ethnic Diversity Undermine Public Goods Provision?” American Political Science

MacLean, Lauren M., George Bob-Milliar, Elizabeth Baldwin, and Elisa Dickey. Forthcoming.
“The Construction of Citizenship and the Public Provision of Electricity for the 2014 World Cup

Campanete, Filipe R. 2012. “Why Was the Arab World Poised for Revolution? Schooling,
Economic Opportunities, and the Arab Spring.” The Journal of Economic Perspectives 26 (2):
167-187.


Additional readings:
Harding, Robin and David Stasavage. 2014. “What Democracy Does (and Doesn’t Do) for Basic
Services: School Fees, School Inputs, and African Elections.” The Journal of Politics 76 (1): 229-
Political Science 49(2): 323-358.
Baldwin, Kate and John D. Huber. 2010. “Economic versus Cultural Differences: Forms of Ethnic
8. Wednesday, March 1  The Resource Curse?: Oil and the Political Economy of Development

Guest Lecturer: Dr. Michael Watts, Professor Emeritus, Department of Geography, University of California at Berkeley, Patten Lecturer at IU


Additional Readings:
9. Wednesday, March 8

Democracy, Civil Society, Social Capital and Community: Contested Concepts and their Implications for Development


**Additional resources:**

NO CLASS WEDNESDAY, MARCH 15 – SPRING BREAK!

10. Wednesday, March 22  Engendering Development

Required readings:


Additional resources:


### 11. Wednesday, March 29  Sustainable Development Conflicts

*CLASS IS CANCELLED TODAY; INSTEAD READ ONE SHORT ARTICLE AND WATCH A FILM; WE WILL DISCUSS NEXT WEEK.*

**Required film/readings:**

**“Crude: The Real Price of Oil”**

[Director: Joe Berlinger, 2009; 104 minutes total; first half shown in class; available online]

Documentary focused on indigenous group’s fight of Chevron oil development in the Ecuadorian Amazon.


**Additional Resources:**

12. Wednesday, April 5
The Politics of Humanitarian Relief and Post-Conflict Reconstruction

Required readings:


Additional Readings:
13. Wednesday, April 12  Foreign Aid and the Future of International Development

Required readings:


Additional resources:


14. Wednesday, April 19 CLASS PRESENTATIONS OF RESEARCH
15. Wednesday, April 26 CLASS PRESENTATIONS OF RESEARCH

Monday, May 1 by 4:00 p.m.

SEMINAR PAPERS ARE DUE IN HARD COPY IN MY MAILBOX IN 210 WOODBURN HALL.
GUIDELINES FOR ARTICLE BRIEF/ANALYTIC MEMOS FOR Y657/Y665 – POLITICS OF INTERNATIONAL DEVELOPMENT POLICY

1. Complete this assignment for 2 out of the available 12 weeks of readings. The choice of weeks is up to you.

2. For each of those 2 weeks, choose 3 articles or chapters that you will highlight in your memo. At the top of your memo, brief each of these three articles answering briefly in bullet point style each of the four questions on the following page.

3. Then, in narrative style in one or two short paragraphs, answer one of the questions posed by the discussion facilitator(s) or a question which you would like to pose to the class. Please highlight the question you are answering in bold.

Below are some generic questions to get you started:
Which author seems to answer the main questions most convincingly?
Which research question do you find most intriguing and/or important?
Are there any questions that are left unanswered by these authors?
Are there any critical questions that were simply never posed by any of the authors?
How do the approaches of the different authors differ, and what are the strengths and weaknesses of these different approaches?
Is there any credible defense for an author or approach that has been heavily criticized?
How does this author/literature compare to what you have read or seen earlier in the course or elsewhere?
Thinking comparatively, how does this author/literature compare to what you might know about other time periods or places?
What are the policy implications emerging from the analysis/argument presented? How might policymakers reconcile the different points of view presented?

4. If you are discussion facilitator for that week, please also include at least three other questions that you will pose during our discussion and thus would like everyone to consider before class. Please submit your memo to the class via Canvas (with email notification) at least 48 hours in advance of our meeting time.

5. If you are a discussion participant, please post an electronic copy of your memo via Canvas at least 12 hours prior to class or bring hard copies for everyone to class.
HOW TO GET THE MOST OUT OF YOUR READING

In reading an article or book, it is helpful to ask and answer 4 questions about what you’ve read:

1. **What is the question being asked in the article?** What is the problem or “puzzle” that the author addresses? Remember that the topic is not the same as the research question.
   
   *example*
   
   “Why has Africa grown so slowly when other developing regions have grown more rapidly?”

2. **What is the author’s argument or thesis?** (How does s/he answer the question in #1?)
   
   *example*
   
   “Africa has grown slowly because of the poor domestic policies pursued by African leaders and governments that created disincentives to invest in manufacturing.”

3. **What evidence does the author present to support his/her thesis?** What does this evidence tell us? Why is it important for the argument?
   
   *example*
   
   “The authors use aggregate statistical data to demonstrate the comparatively slow growth in most of Africa. They then draw on secondary source material and basic micro and macroeconomic theory to support their explanation. For example, they argue that African governments have frequently weakened or compromised their judicial systems in the creation of highly personalized, single-party or military regimes. Manufacturing businesses have been reluctant to invest where contracts could be broken so readily with no compensation.”

   [This is just one piece of evidence. In this brief, you may not have the space to provide similar synopses of all major pieces of evidence (as you might in a more in-depth review essay for example). For our purposes, try to highlight what you think is the most compelling evidence offered by the author.]

4. **What is your evaluation of the article?** Are you convinced? What questions or criticisms does the author’s argument or use of evidence raise in your mind?

   *example*
   
   “I found the author’s argument to be overly narrow. By focusing so exclusively on the domestic policy impacts, they obscured the powerful effects of the external policy environment, in particular, the political inequalities of the African countries negotiating agreements at the WTO or with donors. I think it is important to note that the authors are both economists employed by major multilateral lending institutions such as the World Bank.”