

Political Economy of Development

Y657
Section # 16411

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

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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 diversity 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 finding 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:

Marx, Karl and Friedrich Engels. 1848. *Manifesto of the Communist Party*. Introduction and part I. p. 469-483.

World Bank. *World Development Report: The Challenge of Development*. 1991. New York: Oxford University Press, published for the World Bank, p. 1-11.

Amartya Sen. 1999. *Development as Freedom*. New York: Anchor Books. Introduction, p. 3-12.

United Nations. 2003. *United Nations Development Report*.

Arturo Escobar. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press, 1994. p. 3-17; p. 212-226.

Jerven, Morten. 2013. *Poor Numbers*. New York: Oxford University Press. Excerpt from preface and acknowledgements.

Additional Resources:

James Ferguson, *The Anti-Politics Machine: 'Development', Depoliticization, and Bureaucratic Power in Lesotho*. New York, NY: Cambridge University Press, p. xii-21.

UNDP. 2003. *Human Development Report: Millenium Development Goals*, p. 1-32.
Michael Harrington. *The Other America: Poverty in the U.S.* New York, NY: Touchstone, p. 177-79. [on how to define and conceptualize poverty.]

Albert Hirschman. "The Rise and Decline of Development Economics." In Mark Gersovitz, et.al., eds., *The Theory and Experience of Economic Development*. London: Allen & Unwin, 1982.

Albert Hirschman, "Rival Views of Market Society." In Hirschman, *Rival Views of Market Society and Other Recent Essays*, Cambridge, MA: Harvard University Press, 1992.

Jean Francois Bayart. "Finishing with the Idea of the Third World: The Concept of the Political Trajectory." In James Manor, ed., *Rethinking Third World Politics*. London: Longman, 1991.

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:

Charles Tilly. "How War Made States, and Vice Versa." In *Coercion, Capital and European States, A.D. 990-1992*. Cambridge, MA: Blackwell, 1990, p. 67-95.

Karl Polanyi. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston, MA: Beacon Press, 1944, Ch. 3-8. p. 33-103.

E.P. Thompson. "The Moral Economy of the English Crowd." In *Customs in Common: Studies in Traditional Popular Culture*. New York, NY: The New Press, 1993.

Douglass C. North. *Institutions, Institutional Change and Economic Performance*. New York, NY: Cambridge University Press, 1990, p. 3-10.

_____. "Industrial Revolution Reconsidered," (chapter 12) "The Second Economic Revolution and Its Consequences." (chapter 13) In *Structure and Change in Economic History*. 1981. p. 158-186.

Gerschenkron. *Economic Backwardness in Historical Perspective*. Cambridge, MA: Harvard University Press, 1962, p. 5-30; 353-364.

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

Additional resources:

*Barrington Moore. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston, MA: Beacon Press, 1966. Especially Ch. 1, 7.8, 9 and Epilogue.

*E.P. Thompson. *The Making of the English Working Class*. New York: Random House, 1963.

Charles Tilly, ed. *The Formation of National States in Western Europe*. Princeton, NJ: Princeton University Press, p. 3-83.

Gregory Luebbert. "Social Foundations of Political Order in Interwar Europe." *World Politics* (July 1987), p. 449-478.

Peter Gourevitch. *Politics in Hard Times*. Ithaca, NY: Cornell University Press, 1987.

Margaret Levi. *Of Rule and Revenue*. Berkeley: University of California Press, 1988. [politics of taxation as state building]

Joseph A. Schumpeter. "The Crisis of the Tax State." In Alan T. Peacock, et.al., eds. *International Economic Papers*, no. 4. London: MacMillan and Co., Ltd., 1954.

T.H. Marshall. "Citizenship and Social Class." In Christopher Pierson and Francis Castles *The Welfare State Reader*, Cambridge, UK: Polity Press, 2000, p. 32-41.

Theda Skocpol. *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States*. New York, NY: Belknap Press, 1992.

Suzanne Mettler. *Soldiers to Citizens: The G.I. Bill and the Making of the Greatest Generation*. New York, NY: Oxford University Press, 2005.

North, Douglass C. & Barry R. Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England." *Journal of Economic History* 49(4): 803-832.

3. Wednesday, January 25

The History of International Development for the Global South

Required readings:

Precolonial Politics and Development

Scott, James C. "Compulsory Villagization in Tanzania: Aesthetics and Miniaturization." In *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press. p. 223-261.

Van Ginkel, Rob. 2004. "The Makah Whale Hunt and Leviathan's Death: Reinventing Tradition and Disputing Authenticity in the Age of Modernity." *Ethnofoor* 17 (1/2), (journal of anthropology from the Netherlands; special issue on authenticity), p. 58-89.

Colonial Politics and Development

Herbst, Jeffrey. 2000. "The Europeans and the African Problem." In *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press, p. 58-96.

Daron Acemoglu, Simon Johnson, and James A. Robinson. 2001. "The colonial origins of comparative development: An empirical investigation." *American Economic Review*, 91(5):1369–1401.

MacLean, Lauren. 2002. "Constructing a Social Safety Net in Africa: An Institutionalist Analysis of Colonial Rule and State Social Policies in Ghana and Cote d'Ivoire." *Studies in Comparative International Development*, Fall 2002, Vol. 37, No.3.: 64-90.

Additional Resources:

Williams, J. Michael. "The Chieftancy and Development: Expanding the Parameters of Tradition." In *Chieftancy, the State and Democracy: Political Legitimacy in Post-Apartheid South Africa*. p. 168-194.

Sara Berry. "Social Institutions and Access to Resources." *Africa*, vol. 59, no. 1 (1989), p. 41-55.

Ikenberry, G. John. 1993. "The Political Origins of Bretton Woods." In Michael D. Bordo and Barry Eichengreen, eds., *A Retrospective on the Bretton Woods System: Lessons for International Monetary Reform*. Chicago: University of Chicago Press, p. 155-198.

Peter Hjertholm and Howard White. "Foreign Aid in Historical Perspective: Background and Trends." In Finn Tarp, ed, *Foreign Aid and Development: Lessons Learnt and Directions for the Future*. New York, NY: Routledge, 2000.

North, Douglass C. & Barry R. Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England." *Journal of Economic History* 49(4): 803-832.

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:

Rostow, W.W. 1971. "The Five Stages of Growth – a Summary." In the *Stages of Economic Growth : A Non-Communist Manifesto*. Cambridge University Press, p. 4-16.

Lerner, Daniel. 1958. "The Grocer and the Chief: A Parable." In *The Passing of Traditional Society: Modernizing the Middle East*. Glencoe, IL: Free Press, p. 19-42.

Valenzuela and Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment." *Comparative Politics* 10(4): 535-557.

Peter Evans. "Imperialism, Dependency, and Dependent Development." In *Dependent Development: The Alliance of Multinational, State and Local Capital in Brazil*. Princeton, NJ: Princeton University Press, 1979, p. 14-54.

Immanuel Wallerstein. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History*, vol. 16 (September 1974), p. 387-415.

Additional Resources:

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

Karl Deutsch. 1961. "Social Mobilization and Political Development." *American Political Science Review* 55 (3): 493-514.

Rudolphs. *The Modernity of Tradition*. 1967, p. 3-36.

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

Raul Prebisch. *The Economic Development of Latin America and Its Principal Problems*. 1950.

Cardoso and Faletto. *Dependency and Development in Latin America*. Berkeley: University of California Press, 1979.

Andre Gunder Frank. "The Underdevelopment of Development." *Scandinavian Journal of Development Alternatives*, vol. 10, no. 3 (September 1991).

Fernando Henrique Cardoso. "The Consumption of Dependency Theory in the United States." *Latin American Research Review*, vol. 12, no. 3 (1977), p. 7-27.

Gabriel Palma. "Dependency: A Formal Theory of Underdevelopment or a Method for the Analysis of Concrete Situations of Underdevelopment." *World Development*, vol. 6 (1978), p. 881-924.

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:

Anne Krueger. 1985. "Import Substitution vs. Export Promotion." *Finance and Development* p. 20-23.

World Bank. "Overview: The Making of a Miracle." In *The East Asian Miracle: Economic Growth and Public Policy*. Washington, DC: World Bank, 1993, p. 1-26..

Peter Evans. "The State as Problem and Solution: Predation, Embedded Autonomy and Structural Change." In S. Haggard and R. Kaufman, *The Politics of Economic Adjustment*. Princeton University Press, 1992, p. 140-181.

Robert Wade. "Japan, the World Bank and the Art of Paradigm Maintenance: The East Asian Miracle in Political Perspective." *New Left Review*, May-June 1996, p. 3-36.

Beeson. 2009. "Developmental States in East Asia: A Comparison of the Japanese and Chinese Experiences." *Asian Perspective* 33 (2): 5-39.

Additional resources:

FILM: "Life +Debt" [Director: Stephanie Black, 2001]

Hoadley, J. Stephen. 1981. "The Rise and Fall of Basic Needs Approaches." *Cooperation and Conflict* 16: 149-164. Alice Amsden. "Structural Macroeconomic Under-pinnings of effective Industrial Policy: Fast Growth in the 1980s in Five Asian Countries." Geneva, Switzerland: UCTAD, 1993, Discussion papers no. 57.

Alice Amsden. *Beyond Late Development: Taiwan's Upgrading Policies*. Cambridge, MA: MIT Press, 2003.

Alice Amsden. *Asia's Next Giant: South Korea and Late Industrialization*. New York: Oxford University Press, 1989.

Stephan Haggard, Wonhyuk Lim Euysung Kim, eds. *Economic Crisis and Corporate Restructuring in Korea: Reforming the Chaebol*. New York, NY: Cambridge University Press, 2003.

Stephan Haggard. *Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries*. Ithaca: Cornell University Press, 1990.

Johnson, Chalmers. "Japan, who governs? The rise of the developmental state." 1995

Paul Krugman. "The Myth of Asia's Miracle." *Foreign Affairs* (Nov/Dec 1994), p. 62- 78.

Bela Belassa. "Lessons of East Asian Development: An Overview." *Economic Development and Cultural Change*, vol. 36, no. 3 (April 1988), p. S273-S290.

Robert Wade. "East Asia's Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence." *World Politics*, vol. 44, no. 2 (January 1992), p. 270-320.

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:

World Bank. *Accelerated Development in Sub-Saharan Africa: An Agenda for Action*. Washington, DC: World Bank, 1981. "Foreword" and "Introduction", p. v-8.
[Known as "the Berg report"; foundation for SAPs]

World Bank. "Overview." In *Adjustment in Africa*. Washington, DC: World Bank, 1994, p. 1-16.[World Bank self-assessment of achievements of SAPs in mid-1990s]1-16.

Collier, Paul and Jan Willem Gunning. "Why Has Africa Grown Slowly?" *Journal of Economic Perspectives* 13 (3) (Summer 1999), p. 3-22.

Williamson, John. 1990. "What Washington Means by Policy Reform in Latin America." In John Williamson, ed., *Latin American Adjustment: How Much Has Happened*. Washington, DC: Institute of International Economics.

Paul Collier, *The Bottom Billion*, Part Two: The Traps (available free through IUCAT: <http://site.ebrary.com/lib/iub/docDetail.action?docID=10199732>)

Kiren Assiz Chaudhry. "The Myth of the Market and the Common History of Late Developers." *Politics and Society* (September 1993), p, 245-274.

Hulme, David. 2000. "Is Micro-Debt Good for Poor People?: A Note on the Dark Side of Microfinance." *Small Enterprise Development* 11 (1): 26-28.

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.

Paul Pierson. "The New Politics of the Welfare State." *World Politics*, vol. 48 (1996), p. 143-179.

David Woodruff. *Money Unmade: Barter and the Fate of Russian Capitalism*. Ithaca, NY: Cornell University Press, 1999.

Charles Lipson. "The International Organization of Debt." *International Organization* (Autumn 1981), p. 603-631.

Bela Belassa. *New Directions in the World Economy*. New York, NY: New York University Press, 1989.

Robert Bates. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley, CA: University of California Press, 1981.

Van de Walle, Nicolas. *African Economies and the Politics of Permanent Crisis, 1979-1999*. New York, NY: Cambridge University Press, 2001.

MacLean, Lauren M. 2011. "State Retrenchment and the Exercise of Citizenship in Africa." *Comparative Political Studies* 44(9): 1238-1266.

MacLean, Lauren M. 2010. *Informal Institutions and Citizenship in Rural Africa*. New York: Cambridge University Press.

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:

Acemoglu & Robinson. 2012. *Why Nations Fail*. Chapter 1: “So Close and Yet So Different.” Crown Business Press.

Habyrimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. 2009. “Why Does Ethnic Diversity Undermine Public Goods Provision?” *American Political Science Review* 101(4): 709-725.

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 in Ghana.” *The Journal of Modern African Studies* 54 (4).

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.

Mettler, Suzanne and Soss, Joe. (2004). “The consequences of public policy for democratic citizenship: Bridging policy studies and mass politics.” *Perspectives on Politics*, 2(1): 55-73.

Additional readings:

Slater, D. (2011) *Ordering Power*, Cambridge: Cambridge University Press.

Slater, D. and Fenner, S. (2011) ‘State Power and Staying Power’, *Journal of International Affairs* 65(1): 15–31.

Fearon, James D, and David D Laitin. 2004. “Neotrusteeship and the Problem of Weak States.” *International Security* 28 (4): 5–43.

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): 229-45. Stasavage, David. 2005. “Democracy and Education Spending in Africa.” *American Journal of Political Science* 49(2): 323-358.

Baldwin, Kate and John D. Huber. 2010. “Economic versus Cultural Differences: Forms of Ethnic Diversity and Public Goods Provision.” *American Political Science Review* 104(4): 644-662.

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

Arsel, Murat. 2009. "Reflections." (Interview with Michael Watts). *Development and Change* 40 (6): 1191-1214.

Watts, Michael. 2011. "Resource Curse? Governmentality, Oil and Power in the Niger Delta, Nigeria." *Geopolitics* 9 (1): 50-80.

Watts, Michael. 2012. "A Tale of Two Gulfs: Life, Death and Dispossession along Two Oil Frontiers." *American Quarterly* 64 (3): 437-467.

Porter, Doug and Watts, Michael. 2016. "Righting the Resource Curse: Institutional Politics and State Capabilities in Edo State, Nigeria." *Journal of Development Studies* 53 (2): 249-263.

Ross, Michael. 2001. "Does Oil Hinder Democracy?" *World Politics* 53 (3): 325-361.

Additional Readings:

Humphreys, M., J. Sachs and J. Stiglitz (eds), (2007). *Escaping the Resource Curse*. New York: Columbia University Press.

Lewis, P. (2007). *Growing Apart: Oil, Politics and Economic Change in Indonesia and Nigeria*, Ann Arbor: University of Michigan Press.

Obi, C. and Rustaad, S (eds)., (2011). *Oil and Insurgency in the Niger Delta*. London: Zed Press.

Ross, M. (2012). *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*. Princeton, Princeton University Press.

Timothy Mitchell, "Carbon Democracy," *Economy and Society* 38.3 (2009): 399-432.

9. Wednesday, March 8

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

Carothers, Thomas. 2002. "The End of the Transitions Paradigm." *Journal of Democracy* 13 (1): 5-21.

Margaret Keck and Kathryn Sikkink. "Transnational Advocacy Networks in International Politics." *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press, 1998, pp. vii-38.

Edwards, Michael and David Hulme. 1996. "Too Close for Comfort?: The Impact of Official Aid on Nongovernmental Organizations." *World Development* 24 (6): 961-973.

*Robert Putnam. "Thinking about Social Change in America." *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon & Shuster, 2000, p. 15-28.

Ben Fine. "Social Capital: The World Bank's Fungible Friend." *Journal of Agrarian Change*, vol. 3, no. 4 (October 2003), p. 586-603.

Wampler and Touchton. "Brazil let its citizens make decisions about city budgets: Here's what happened." *The Monkey Cage blog on the Washington Post*. January 2014.

Arun Agrawal and Clark Gibson. "Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation." *World Development*, vol. 27, no. 4, p. 629-649.

Additional resources:

Ernst F. Schumacher. *Small is Beautiful: Economics as If People Mattered*. New York, NY: Harper Row, 1975. Introduction.

Robert Chambers. *Whose Reality Counts: Putting the First Last*, Intermediate Technology Development Group Publishing, 1997, p. 102-139.

Michael Cernea, ed. *Putting People First: Sociological Variables in Rural Development*. New York, NY: Oxford University Press for the World Bank, 1991.

David Korten. *Community Organization and Rural Development: A Learning Process Approach*. New York, NY: Ford Foundation, 1980.

Archon Fung and Erik Olin Wright. "Thinking about Empowered Participatory Governance." In A. Fung and E. Wright, eds. *Deepening Democracy: Institutional Innovations in Empowered Participatory Governance*. New York, NY: Verso, 2003, p. 1-44.

Norman Uphoff. *Reasons for Success: Learning from Instructive Experiences in Rural Development*. West Hartford, CT: Kumarian Press, 1998.

Macleod. 1997. *From Mondragon to America: Experiments in Community Economic Development*, p. 11-52.

Agrawal, Arun and Jesse Ribot. 1999. "Accountability in Decentralization: A Framework with South Asian and West African Cases." *The Journal of Developing Areas* 33(4): 473-502.

Ansell, Chris and Alison Gash. 2008. "Collaborative Governance in Theory and Practice." *Journal of Public Administration Research & Theory* 18(4): 543-571.

Pranab Bardhan. "Decentralization of Governance and Development." *Journal of Economic Perspectives*, vol. 16, no. 4 (Fall 2002), p. 185-205.

- Cammett, Melani and Lauren M. MacLean (eds). 2014. *The Politics of Non-State Social Welfare*. Ithaca, NY: Cornell University Press.
- Brass, Jennifer N. 2016. *Allies or Adversaries? NGOs and the State in Africa*. New York: Cambridge University Press.
- Marc Howard. "The Weakness of Post-Communist Civil Society." *Journal of Democracy*, vol. 13, no 1 (January 2002), p. 157-169.
- Morris MacLean, Lauren. "Mediating Ethnic Conflict at the Grassroots: The Role of Local Associational Life in Shaping Political Values in Cote d'Ivoire and Ghana." *Journal of Modern African Studies*, vol. 42, no. 4 (2004), p. 589-617.
- Ashutosh Varshney. "Introduction." In *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. New Haven, CT: Yale University Press, 2002, p. 3-22.
- Fox, Jonathan. 1996. "How Does Civil Society Thicken? The Political Construction of Social Capital in Rural Mexico." *World Development* 24 (6): P. 1089-1103.
- Fox, Jonathan and J. Gershman. "The World Bank and Social Capital: Lessons from Ten Rural Development Projects in the Philippines and Mexico." *Policy Sciences*, vol. 33, no. 3-4 (2000), p. 399-420.

NO CLASS WEDNESDAY, MARCH 15 – SPRING BREAK!

10. Wednesday, March 22 Engendering Development

Required readings:

B. Agarwal. "Gender and Command over Property: A Critical Gap in Economic Analysis and Policy in South Asia." *World Development* vol. 22, no. 10, p. 1455-1478.

Diane Wolf. "Daughters, Decisions and Domination: An Empirical and Conceptual Critique of Household Strategies." *Development and Change*, vol. 21, p. 43-74.

Cornwall, Andrea. 2003. "Whose Voices? Whose Choices? Reflections on Gender and Participatory Development." *World Development* 31 (8): 1325-1342.

Gillian Hart. "Engendering Everyday Resistance: Gender, Patronage and Production Politics in Rural Malaysia." *Journal of Policy Studies*, vol. 19, no. 1, p. 93-121.

Nancy Fraser. "Women, Welfare and the Politics of Need Interpretation." In *Unruly Practices: Power, Discourse, and Gender in Contemporary Social Theory*. Minneapolis, MN: University of Minnesota Press, 1989.

Additional resources:

Carney, Judith A. 1996. *Converting the Wetlands, Engendering the Environment: The Intersection of Gender with Agrarian Change in Gambia*. In *Liberation Ecologies: Environment, Development, Social Movements*, edited by R. Peet and M. Watts. London: Routledge. Original edition, 1996.

Elsa Chaney, Emmy Simmons and Kathleen Staudt. *Women in Development: A Threat to Liberation*. P. 16-21.

Henrietta Moore. "Kinship, Labor, and Household: Understanding Women's Work." In *Feminism and Anthropology*. Minneapolis, MN: University of Minnesota Press, chapter 3, 1988.

Julia O'Connor, Ann Orloff, and Sheila Shaver. "Gendering Theories and Comparisons of Welfare States." In *States, Markets, Families: Gender, Liberalism and Social Policy in*

Australia, Canada, Great Britain and the U.S. New York: Cambridge University Press, 1999, p. 1-42.

Margaret Catley-Carlson and Judith A.M. Outlaw. "Poverty and Population Issues: Clarifying the Connections." *Journal of International Affairs*, vol. 52, no.1 (Fall 1998), p. 233-251.

Cecile Jackson. "Women and Poverty and Gender and Well-Being?" *Journal of International Affairs*, vol. 52, no. 1 (Fall 1998), p. 69-81.

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.

Kirsch, Stuart. 2010. "Sustainable Mining." *Dialect Anthropology* 34:87-93.

Additional Resources:

Arun Agrawal. *Environmentality: Technologies of Government and the Making of Subjects*. Duke University Press, 2005. Introduction

Robbins, Paul. 2007. *Lawn People: How Grasses, Weeds, and Chemicals Make Us Who We Are*. Philadelphia: Temple University Press.

Bakker, Karen. 2005. "Neoliberalizing nature? Market environmentalism in water supply in England and Wales." *Annals of the Association of American Geographers* 95(3):542-65.

Mansfield, Becky. 2004. "Rules of Privatization: Contradictions in Neoliberal Regulation of North Pacific Fisheries." *Annals of the Association of American Geographers* 94(3):565-84.

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162.

Sara Singleton. "Social Cooperation and the Problem of Collective Action." *Constructing Cooperation: The Evolution of Institutions of Comanagement*. Ann Arbor, MI: University of Michigan Press, 1998. [about tribal-state cooperation and conflict around salmon fishing in Washington state]

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

Required readings:

De Waal, Alexander. 1997. "Humanitarian Impunity: Somalia 1993 and Rwanda 1994." In *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Bloomington: Indiana University Press. (Chapter 9, p. 179-203)

Mamdani, Mahmood. 2009. *Saviors and Survivors: Darfur, Politics and the War on Terror*. New York: Pantheon Books. "The Politics of the Movement to Save Darfur." P. 48-71. And skim the "Conclusion: Responsibility to Protect or Right to Punish." P. 271-300.

Herbst, Jeffrey and Mills. 2009. "There is no Congo: Why the Only Way to Help Congo is to Stop Pretending it Exists." *Foreign Policy*, March 18, 2009.

Barnett, Michael. 2006. "Humanitarianism with a Sovereign Face: UNHCR in the Global Undertow." *International Migration Review* 35 (1): 244-77.

Feldman, Ilana. 2015. "What is a Camp?: Legitimate Refugee Lives in Spaces of Long-Term Displacement." *Geoforum* 66: 244-52.

Garnett, Tanya Ansahta. 2016. "'Ellen is Our Man': Perceptions of Gender in Postconflict Liberian Politics." *International Journal of Politics* 18 (1).

Additional Readings:

FILM: "The Peacekeepers". [Director: Paul Cowan, 2005] Documentary focused on UN peacekeepers in the eastern Democratic Republic of the Congo.

Blattman, Christopher. 2009. "From Violence to Voting: War and Political Participation in Uganda," *American Political Science Review*.

Barnes, Samuel H. 2001. "The Contribution of Democracy to Post-Conflict Reconstruction." *American Journal of International Law*, vol. 95, no. 1: 86-101.

Dieter, Heribert and Kumar, Rajiv. "Downside of Celebrity Diplomacy: The Neglected Complexity of Development." *Global Governance* 14 (3): 259-265.

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

Required readings:

Sachs, Jeff. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books. Prefaces and short Introduction.

Easterly, William. 2007. "Was development assistance a mistake?", *American Economic Review*, May, Vol. 97, No. 2, pp. 328-332.

Mboyo, Dambisa. 2009. "The Myth of Aid." In *Dead Aid: Why Aid is not Working and How there is a Better Way for Africa*.

Collier, Paul. XXX. *The Bottom Billion*. Chapter Seven: Aid to the Rescue? (available free through IUCAT: <http://site.ebrary.com/lib/iub/docDetail.action?docID=10199732>)

Clark Gibson, Krister Andersson, Elinor Ostrom and Sujai Shivakumar. "What's Wrong with Development Aid?" In *The Samaritan's Dilemma: The Political Economy of Development Aid*. New York, NY: Oxford University Press, 2005.

Duflo, Esther and A. Banerjee. 2011. "Think Again, Again." In *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs, p. 1-16.

Ian Taylor, "Sino-African Relations and the Problem of Human Rights," *African Affairs* (2008) 107: 63-87.

Additional resources:

Sen, Amartya. "International Diffusion of Technology, industrial development and technological leapfrogging." *World Development*. 1985.

Easterly, William. *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, 2006.

Easterly, William. 2013. *The Tyranny of Experts: economists, dictators, and the forgotten rights of the poor*. New York, NY: Basic Books.

*Jeffrey Frieden and Ronald Rogowski. "The Impact of the International Economy on National Policies: An Analytical Overview." In Robert Keohane and Helen Milner, eds., *Internationalization and Domestic Politics*. New York, NY: Cambridge University Press, 1996, p. 25-47.

Vaughan Higgins and Geoffrey Lawrence. "Introduction: Globalization and Agricultural Governance." In *Agricultural Governance: Globalization and the New Politics of Regulation*. New York: Routledge, 2005.

Oxfam. *Rigged Rules and Double Standards: Trade, Globalization and the Fight Against Poverty*. Oxfam 2002.

Held and McGrew, *The Globalization Reader*.

Philip McMichael, ed. *The Global Restructuring of Agro-Food Systems*. Ithaca, NY: Cornell University Press, Introduction.

Susan Sell and Aseem Prakash. "Using Ideas Strategically: The Contest Between Business and NGO Networks in Intellectual Property Rights." *International Studies Quarterly*, March 2004, 48/1, p. 143-175.

Kathryn Sikkink. "The Limits and Asymmetries of Soft Power." *Restructuring World Politics*, p. 301-17.

Joseph E. Stiglitz. *Globalization and Its Discontents*. New York, NY: W.W. Norton, 2002.

Jeffrey Frieden. "Invested Interests: The Politics of National Economic Policies in a World of Global Finance." *International Organization*, vol. 45, no. 4 (Fall 1991), p. 425-451.

Rudra, Nita. 2002. "Globalization and the Decline of the Welfare State in Less Developed Countries." *International Organization* (Spring 2002): 411-445.

Parker, Ian. "The Poverty Lab." *New Yorker*, May 17, 2010, p. 79-89.

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.”