

SUNY Geneseo
Fall 2009
PLSC 228: Developing World Politics
TR: 2:00-3:15 Welles 138

Prof. Sean Morgan
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Office Hours:

Tuesdays and Thursdays 11:30-12:30, and by appointment

Please note that I have classes for most of the rest of the day on Tuesday and Thursday, and as an adjunct have limited access to the office on Monday, Wednesday, and Friday. However, I will be on campus intermittently on other days. Please feel free to e-mail me for an appointment if my office hours do not work with your schedule.

Required Books:

Broad, Robin and John Cavanagh. 2009. *Development Redefined: How The Market Met Its Match*.
Boulder, CO: Paradigm Publishers. ISBN: 1594515231

Kidder, Tracy. 2004. *Mountains beyond Mountains*. New York: Random House. ISBN: 0812973011

Mendes, Chico and Tony Gross. 1992. *Fight for the Forest: Chico Mendes in His Own Words*.
Washington, DC: Latin America Bureau. ISBN: 0906156688

Sachs, Jeffrey D. 2005. *The End of Poverty*. New York: Penguin Books. ISBN: 0143036580

Tidwell, Mike. 1990. *The Ponds of Kalambayi*. New York: Lyons. ISBN: 1558210784

There will also be a selection of articles assigned most weeks. Articles are available online, via myCourses.

Course Description:

This course is a survey of socioeconomic conditions and politics in areas of the world generally referred to as “developing.” What exactly is meant by “development?” How does chronic poverty affect people in the developing world? What are the prospects for economic growth? Why is political instability so common? What challenges face on-the-ground development practitioners and humanitarian aid workers? A variety of historical models, theoretical approaches to political development, and contemporary cases are used to examine these and similar questions. The course is roughly divided into two sections; the first part provides an overview of macro-level development strategies (with an emphasis on political economy), while the second part turns to micro-level challenges to development work (with an emphasis on sociopolitical barriers – culture, gender, local power relations, etc.).

Course Requirements:

This course involves a significant amount of critical reading and discussion of scholarly texts and case studies. It is assumed that students will come to class having done all of the assigned readings; course lectures will not simply recapitulate them. Indeed, lectures will often provide in-depth exploration of

concepts that are not specifically covered in the course books. Students are responsible for all readings and class lectures/discussions; full attendance and participation are required. Students are also required to keep up with current events through reading of a substantial daily newspaper.

Examples of relevant newspapers include: *New York Times*, *Washington Post*, *Financial Times*, and *Christian Science Monitor*. *The Economist*, a weekly newsmagazine, may also be sufficient. Other sources – including daily papers such as the Rochester *Democrat and Chronicle*, *USA Today*, or *Wall Street Journal* and weekly sources like *Newsweek* or *Time* – are often insufficiently rigorous on the topics covered in this course. Students are, however, encouraged to use news sources from developing countries – such as the *Daily Times* in Pakistan, *The Hindu* in India, or the *Malaysia Star*.

There will be five assignments in this course. Four of these will be short essays/reading responses (2-3pp) focused around a specific question. These are worth 10% apiece (for a total of 40% of your final grade). The final assignment will be a research paper assessing a specific development project or country case study in the context of the themes discussed in the course (15pp). This paper will be worth 50% of your final grade, and is due on the final day of class. Lastly, attendance and participation are worth 10%.

Grading:

Attendance and Participation	10%
Four Reading Responses @ 10% each	40%
Final Research Paper	50%
Total	100%

Please note that ***extensions will not be given*** except in extenuating circumstances. Any illness must be accompanied by a signed doctor's note. Late papers will be deducted ***one full letter grade per class day late***, unless prior permission or doctor's note is received. I will not accept papers more than one week late. Late papers turned in on non-class days should be deposited in my mailbox at the political science office and the date received should be certified by Diane Lounsbury, the department secretary.

Learning Outcomes:

Students should demonstrate increasingly sophisticated abilities to analyze key concepts, theories, and texts in development and Third World politics.

Students should be able to explain how historical and political legacies have shaped major political systems, be able to identify why some countries have prospered while others haven't, and be able to articulate major reasons for political instability in the developing world.

Students should be able to use skills from the class to evaluate current events in developing countries, and should be able to evaluate the relative success or failure of projects financed with international aid.

Plagiarism:

SUNY Geneseo statement: "Examples of behaviors that may lead to disciplinary action include: ... Dishonesty, including (but not limited to) provision of false information, alteration or misuse of documents, plagiarism and other academic cheating."

Professor Morgan statement: I will not tolerate plagiarism in any form, so be sure to properly cite every source used for your essays. You need to cite the author any time you utilize their ideas, including when paraphrasing. Please note that the department has access to computer software that enables us to detect plagiarism, and we use it. I will not hesitate to report any cases of plagiarism I discover – it harms not only your own learning, but is also dishonest and is unfair to your colleagues who did do the work.

Accommodations:

SUNY Geneseo statement: SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should consult with the director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin, tbuggieh@geneseo.edu) and their individual faculty regarding any needed accommodations as early as possible in the semester.

Professor Morgan statement: I want to do everything possible to ensure your success in this course. Please feel free to talk with me about any concerns you may have, as early in the semester as possible, and please rest assured that I maintain student confidentiality.

Course Outline:

Week 1: Introduction

Tues 9/1:

Broad and Cavanagh, Chapter 1

Weeks 1-2: Modernization Theory

Thurs 9/3:

Sachs, Chapters 1-2

Walter Whitman Rostow, "The Five Stages of Growth," reprinted in a reader.

Tues 9/8:

Sachs, Chapters 3-4

Weeks 2-3: Structuralism, Dependency, and Import-Substitution Industrialization

Thurs 9/10:

Belinda Coote, 1996, *The Trade Trap*, Oxford: Oxfam. Chapter 4 - "You Can't Pay the Doctor in Millet."

Andre Gunder Frank, "The Development of Underdevelopment," reprinted in a reader.

Theotonio Dos Santos, "The Structure of Dependence," reprinted in a reader.

Henrique Cardoso and E. Faletto, "Dependency and Underdevelopment in Latin America," reprinted in a reader.

Tues 9/15: ***Professor to hand out chart on oil prices.***

Robert J. Alexander, 1967, "The Import-Substitution Strategy of Economic Development," *Journal of Economic Issues* 1:(4), December, 297-308.

John Waterbury, 1999, "The Long Gestation and Brief Triumph of Import-Substitution Industrialization," *World Development* 27:(2), 323-341.

Thurs 9/17: ***Reading Response #1 Due.***

Sachs, Chapter 5

Rudgier Dornbusch, 1992, "The Case for Trade Liberalization in Developing Countries," *The Journal of Economic Perspectives* 6:(1), Winter, 69-85.

Broad and Cavanagh, Chapters 2-3

Weeks 4-5: East Asian Development – Success or Failure?

Tues 9/22:

Robert Wade, 1989, "What can Economics Learn from East Asian Success?," *Annals of the American Academy of Political and Social Science* 505, September, 68-79.

Walden Bello and Stephanie Rosenfeld, 1990, "The Rise and Crisis of the Dragon Economies," Food First Institute, reprinted in a reader.

Cristóbal Kay, 2002, "Why East Asia Overtook Latin America: Agrarian Reform, Industrialisation, and Development," *Third World Quarterly* 23:(6), 1073-1102.

Thurs 9/24:

Dani Rodrik, 1994, "King Kong Meets Godzilla: The World Bank and The East Asian Miracle," in A. Fishlow et al., *Miracle or Design? Lessons from the East Asian Experience*, Overseas Development Council, Policy Essay No. 11, Washington DC, 13-53

Stephan Haggard, 1994, "Politics and Institutions in the World Bank's East Asia," in A. Fishlow et al., *Miracle or Design? Lessons from the East Asian Experience*, Overseas Development Council, Policy Essay No. 11, Washington, DC, 81-109

Tues 9/29:

Joseph Stiglitz, 2000, "What I Learned at the World Economic Crisis," *The New Republic*, April 17.

Jagdish Bhagwati, 1998, "The Capital Myth," *Foreign Affairs* 77:(3), May/June, 7-12.

Martin Feldstein, 1998, "Refocusing the IMF," *Foreign Affairs* 77:(2), March/April, 20-33.

Weeks 5-6: "Washington Consensus," Opposition, and Aftermath

Thurs 10/1:

John Williamson, 2004, "A Short History of the Washington Consensus," Paper presented at Fundacion CIDOB for conference titled "From the Washington Consensus towards a New Global Governance," Barcelona, September 24-25. Available at:
<http://www.iie.com/publications/papers/williamson0904-2.pdf>

Tues 10/6:

Broad and Cavanagh, Chapters 4-6

Thurs 10/8: **Reading Response #2 Due.**

Robert Hunter Wade, 2003, "What strategies are viable for developing countries today? The World Trade Organization and the Shrinking of 'development space,'" *RIPE* 10:(4), 621-644.

Dani Rodrik, 2006, "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's *Economic Growth in the 1990s: Learning from a Decade of Reform*," *Journal of Economic Literature* 44, December, 973-987.

Week 7: Review

Tues 10/13: Fall Break – No Class

Thurs 10/15: No Reading

Week 8: The Aid Debate

Tues 10/20: Sachs, Chapters 10-11, 13

Thurs 10/22: Broad and Cavanagh, Chapters 7-8

Week 9: Top-Down Programming – Case Study

Tues 10/27: Start Tidwell

Thurs 10/29: Finish Tidwell

Week 10: Top-Down Obstacles: Cultural Sensitivity and Technocratic Bias

Tues 11/3:

Marvin Harris, 1974, *Cows, Pigs, Wars, and Witches*, New York: Random House, 11-32.

(“Mother Cow”)

Jon P. Kirby, 1987, “Why the Anufo Do Not Eat Frogmeat: The Importance of Taboo-Making for Development Work,” *African Affairs* 86:(342), 59-72.

Rosanne Prado, 1995, “Small Town, Brazil: Heaven and Hell of Personalism,” in David Hess and Roberto DaMatta, *The Brazilian Puzzle*, 59-82.

Thurs 11/5: **Reading Response #3 Due.**

James C. Scott, 1998, *Seeing Like A State*, New Haven: Yale University Press, 309-341.

(Chapter 9 – “Thin Simplifications and Practical Knowledge: Mētis”)

Week 11: Bottom-Up Programming/Grassroots Movements – Case Study

Tues 11/10: Mendes and Gross, entire work

Thurs 11/12: Chico Mendes Video (*Banking on Disaster*, Adrian Cowell (Bullfrog Films))

Week 12: Bottom-Up Obstacles: Overcoming Institutionalized Resistance

Tues 11/17:

Leigh A. Payne, 2000, *Uncivil Movements*, Baltimore: Johns Hopkins University Press, 101-161.

Thurs 11/19: **Reading Response #4 Due.**

Michael Lipsky, 1980, *Street Level Bureaucracy*, New York: Russell Sage Foundation, 87-104.

(Reprinted in a reader - “The Rationing of Services in Street-Level Bureaucracies.”)

Joan Nelson, 1979, *Access to Power*, Princeton: Princeton University Press, pp. 168-213.

(Chapter 5 - “Traditional Leaders, Patrons and Urban Political Machines”)

Week 13: Hybrid Model – Case Study 1

Tues 11/24:

Kevin Healy, *Llamas, Weavings and Organic Chocolate*, University of Notre Dame, 2001, 123-154.
(El Ceibo Cooperative)

Kevin Healy, *Llamas, Weavings, and Organic Chocolate*, University of Notre Dame, 2001, 225-247.
(Women’s Education)

Thurs 11/26: Thanksgiving Break – No Class

Week 14: Hybrid Model – Case Study 2

Tues 12/1: Start Kidder

Thurs 12/3: Finish Kidder

Week 15: Review and Catch-up

Tues 12/8: No Reading.

Thurs 12/10: No Reading. **Final Paper Due.**

Tues 12/22: Final Exam Period 12-3:00pm.

- Note: Although we will not be having an exam on this day, attendance is expected as we will conduct small group discussions related to your final papers. I will also try to have copies of your final papers ready to return to you.