

POL 337
POLITICS OF DEVELOPMENT
SYLLABUS

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Office: Chambers 207
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Fall Semester 2003
Chambers 2130
T-Th 1:00-2:15

“The widening gap between the developed and the developing countries has become the central problem of our times”

The Pearson Commission, 1974

“Over the past three decades the income gap between the world’s richest fifth and its poorest fifth has more than doubled, to 74 to 1. And with that gap comes migration, environmental pressure, conflict, instability, and other problems rooted in poverty and inequality.”

UNDP, *Human Development Report 1999*

“There are 225 billionaires in the world today who have a combined wealth of more than a trillion dollars. That's more than the annual income of half of the poorest of the world's population (about 2.5 billion people).” UNDP, *Human Development Report 2003*

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POL 337 is a course which explores the political, economic, and social challenges of Third World development. It covers a wide range of contemporary issues affecting developing countries, and focuses especially on aid and development policies aimed at reducing poverty and underdevelopment. In a world where 840 million people are malnourished, where nearly 1.3 billion people live on less than a dollar per day, and where dozens of countries constitute “failed states,” the development challenges faced by Third World areas are unquestionably one of the most important concerns of our time.

Purpose of the Course:

- 1) to provide you with a survey of the major theoretical and conceptual tools available to us for the analysis of development and underdevelopment;
- 2) to familiarize you with the particular features of Third World politics and economics, and to engage in comparative assessment of the problems of development in different regions of the world;
- 3) to expose you to some of the most innovative public policy solutions for managing and meeting the challenges of development in the Third World;
- 4) to critically examine the notion of "development" as a concept and an enterprise both at home and abroad;
- 5) to provide you with an opportunity to enhance your research and analysis skills by producing a policy-oriented development assessment study.

Structure of the Course:

The course format will draw on both lectures and seminar-style group discussion of required reading and current events. Discussions will sometimes be devoted to critical assessment of required reading. It is expected that participants attend class regularly, complete reading assignments, and keep closely informed on current events occurring in developing countries.

Evaluation:

Course grades will be determined as follows:

policy paper:	25%
review #1:	25%
review #2:	25%
final exam:	25%

Numerical grades will be translated into letter grades as follows:

93-100 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
and so on.

Class Participation: Active participation in class discussions will be rewarded informally in the determination of the final grade. What this typically means is that students who contribute most meaningfully to class discussions may be rewarded with an increase of a half-letter grade. For example, a student with a final grade average of 89 who actively contributed to the class may be “bumped up” from a B+ to an A- for the final grade. Grades of students who opt not to contribute to class discussion will be based solely on the average of their test and paper scores.

Reviews: Reviews will typically consist of short answer and essay questions. Some are in-class, others take-home or a combination of both.

Policy Paper: You will be asked to assess the prospects for a case study country (to be determined) to meet the development goals established by the UN Millenium Summit in 2000. The project will be about 12-15 single-spaced pages in length. More details about the paper are provided and appendices A and B in the syllabus.

Office Hours:

Monday: 9:30-10:30am

Tuesday: 2:30-3:30 pm

Wednesday: 11:00am -12:00pm

Thursday: 2:30-3:30pm

Friday: 9:30-10:30am

and by appointment. I will place a sign-up sheet on my door; please schedule your own meeting with me on that sheet to insure I will be available for you at that time.

Reading Material:

The following books are required reading. All are available for sale in the bookstore:

- UNDP, *Human Development Report 2003*. New York: Oxford University Press, 2003.
- Handelman, Howard. *The Challenge of Third World Development*. 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2003.
- Bates, Robert. *Prosperity and Violence: The Political Economy of Development*. New York: Norton, 2001.
- Harrison, Paul. *Inside the Third World* Viking Press; 3rd edition, 1993.

Additional reading will also be made available via electronic reserve reading in the library.

You are expected to keep closely informed about all current events related to the Third World. The *New York Times* is mandatory reading; please subscribe at the Bookstore. There are a number of websites which you should use as a supplement for news on the Third World:

BBC News: <http://news.bbc.co.uk/>

One of the best news sources in the world. Check regional news and special feature stories related to the Third World.

UN, IRIN: <http://www.irinnews.org/>

UN's Integrated Regional Information Network, provides daily stories on underreported countries and crises in Africa and Asia.

Reliefweb: <http://www.reliefweb.int/w/rwb.nsf>

Another UN news website, this one devoted to countries with humanitarian emergencies

Course Schedule

Part I: Development and Underdevelopment, in Theory and Practice

In this section of the course, we explore a variety of competing theories which claim to explain the nature of third world poverty and underdevelopment, and which (usually) purport to provide a course of action for achieving political and economic development. These theories are thus said to be both “explanatory” and “prescriptive.”

In few other domains of social science has theory had as dramatic an impact on public policy as in the field of development. Billions of dollars of foreign aid have been allocated and hundreds of thousands of development projects have been launched on the basis of models and theories of development. So here, “theory” is not some abstract discussion confined to the university. It is a tool which can make the difference between success and failure, between food self-sufficiency and starvation, for communities on the receiving end of development assistance.

These competing theories have not arisen in a vacuum, but are instead reflections of different periods of time and events since the 1950s. This section of the course presents a series of development theories in roughly chronological order, linking them to trends and events of each decade, and noting the impact that each theory had on the shaping of foreign assistance and political organization in the Third World. Look then for three parallel themes in this section: (1) the variety of competing development theories; (2) the context in which these theories emerged; and (3) the impact of these theories on actual policies of both development agencies and Third World states.

Tuesday, August 26 – Introduction to the Course

Thursday, August 28 – Defining the Field of Inquiry. (What do we mean by the “Third World?” What do we mean by Development?)

Read: Handelman, *The Challenge of Third World Development*, pp. 1-12; Harrison, *Inside the Third World*, intro, ch. 1, 4-6, 20; UNDP, *Human Development Report 2003* ch. 2.

Tuesday, September 2 – Orthodox Economic Development Models; Modernization Theory/ Decolonization and the Advent of Foreign Aid in a Cold War Context in the 1960s

Read: Handelman, pp. 12-15, 36-44.

Thursday, September 4 – Conflict and Trade-Off Theories/ The Rise of Coups and Instability in the Third World in the 1960s and 1970s

Read: Samuel Huntington, *Political Order in Changing Societies*, excerpts (electronic reserve); Handelman, ch. 9

Tuesday, September 9 – Underdevelopment and Dependency Theories/ The Rise of Third World Voices in Development/ The Rise and Fall of the NIEO in the 1970s

Read: Handelman, pp. 15-19; Harrison, ch. 2-3; Galtung, “A Structural Theory of Imperialism” (reserve reading); Franz Fanon, *The Wretched of the Earth*, excerpts (reserve reading);

Thursday, September 11 – Theories of Dependent Development: The Debate over the Rise of the NICs in the 1970s and 1980s and the Role of the State

Read: Vogel, *The Four Little Dragons*, excerpts (reserve reading);

Tuesday, September 16 – Neo-Liberal Development Strategy and Its Critics/ The Context of Debt and Structural Adjustment in the 1980s and 1990s

Read: Handelman, ch. 10.

Submit country preferences for your research project today in class.

Thursday, September 18 -- The Anthropological Critique of Development – Capitalism and the Peasantry

Read: Bates, ch. 2; James C. Scott, *The Moral Economy of the Peasant* (1976), excerpts (reserve reading); Eric Wolf, *Peasant Wars of the Twentieth Century* (1969), excerpts (reserve reading).

Tuesday, September 23 — Development, Violence, Revolution, and State Formation: Recent Writings

Read: Bates, *Prosperity and Violence* pp. 50-122

Thursday, September 25 – Review #1, in-class and take-home. Take-home question due in class September 30

Part II: Failed States

Tuesday, September 30 – Collapsed States, Warlordism, and Complex Emergencies; Challenges of Humanitarian Response

Lecture only

Thursday, October 2 – International Intervention in Third World Crises

Lecture only

Tuesday, October 7 – Fixing Failed States: Coercive Diplomacy, Nation-building, and Trusteeship

Read: Hamre and Sullivan, “Towards Post-Conflict Reconstruction” (access at <http://www.twq.com/02autumn/hamre.pdf>); Chester Crocker, “Engaging Failing States.” (2003) (electronic reserve).

Part III: Politics, Governance, and Development

Thursday, October 9 – Millenium Development Goals: Halving World Poverty

Read: UNDP, *Human Development Report 2003*, pp. 1-84, 145-162.

Tuesday, October 14 – fall break

Thursday, October 16 -- The Politics of Reform: Patronage Politics and Corruption

Read: Harrison, ch. 19.

Tuesday, October 21 -- Democratization and “good governance” in the Third World

Read: Handelson, ch. 2.

Draft bibliography due in class; one-page summary of preliminary findings due in class

Thursday, October 23 -- Managing Ethno-politics

Read: Handelman ch. 4.

Part IV: Public Policy Challenges

Tuesday, October 28 -- Rural Crisis/ Food Crisis

Read: Handelman, ch. 6.

Thursday, October 30 – Review #2, in-class exam.

Tuesday, November 4 -- Urbanization Crisis

Read: Handelman, ch. 7; Harrison, ch. 8-9.

Thursday, November 6 – Women, Human Rights, and Development

Read: Handelman, ch. 5; Harrison, ch.22

Tuesday, November 11 – Education and Social Services

Read: Harrison, ch. 17; UNDP, ch. 5

Thursday, November 13 – Religion and Development

Read: Handelman, ch. 3.

Tuesday, November 18 – no class

Part V: The Third World and Globalization

Thursday, November 20 – The AIDS crisis and other transnational health challenges

Read: “AIDS reading” (electronic reserve)

Tuesday, November 25 – The Debt Crisis

Lecture only

Research paper due in class

Thursday, November 27 – Thanksgiving, no class

Tuesday, December 2 – Impact of Globalization and Localization on the Third World

Read: UNDP, ch. 7; “Globalization” readings (electronic reserve)

Thursday, December 4 – Refugees, Migration, and the Third World Diaspora

Read: “Refugees” reading (electronic reserve)

Tuesday, December 9 -- Transnational Security Threats and the Third World

Read: “Security” readings (electronic reserve)

Wednesday, Dec. 11 -- Reading Day

Final Exam week : December 12-18

Appendix B: The POL 337 Policy Paper Assignment

The UN Millennium Summit in 2000 established eight goals for advancing human development by the year 2015 (the precise targets are outlined in UNDP, *Human Development Report 2003*, pp. 1-3). That report constitutes the framework for your policy paper.

Our class has formed the consulting firm “Menkhaus Development Consulting.” We have been awarded a contract from the United Nations to conduct a series of country case studies to assess the likely progress that country will make toward reaching some or all of these development targets. Each of you has been “subcontracted” one case study (in the professional world, you’d get paid for this; here, you pay tuition!).

Your analysis should provide the following:

- Short background section about the state of development and development efforts in country X prior to 2000.
- Assessment of the main challenges facing the country in reaching the millennium goals hereafter “MGs”), backed up with compelling arguments why these are challenges.
- Assessment of the main opportunities and resources the country can use to move towards the MGs.
- Assessment of the current development policy choices and preferences of the country, and where appropriate recommendations for shift in policy.
- Analysis of external constraints and opportunities which will impact country X’s progress toward the MGs.
- A conclusion which offers a prediction of how much progress country X is likely to make towards the MGs by 2015, and why.
- A bibliography of the most important written sources on the country.

The paper must be 10-14 double-spaced pages in length. It must be based on thorough research of all appropriate sources (see Appendix A). Late papers will not be accepted; you will receive an “F” for the assignment if the paper cannot be delivered on time (exceptions are long-running illness or family crises).

The paper should *not* be written in the style of a university term paper. Instead, use this exercise to hone your skills in writing a policy paper. Policy papers are distinct in style and substance from term papers. They are typically more direct in style, with shorter and more focused introductions; they are extremely careful in use of language (avoid exaggerating or falling into colloquial language); they highlight theses at the beginning of a section of a paper, to make it clear to the reader what the finding is; and most importantly, they place a premium on *analysis*, not just description. Balancing the need to provide key descriptive information with the imperative to focus mainly on analysis is not easy. You will need to work carefully to insure that your reader is given adequate factual information that the analysis makes sense and is placed in proper context. But you do not want to cram the paper with facts which are not directly

relevant to the analysis you produce. Presume that your reader is already familiar with aid and development issues in general, but is not an expert on your country.

Each study must also include an **Executive Summary**. Most agency and business reports have an executive summary, a one-page summation of the main findings, conclusions, and implications of the report. They are provided for readers who are too busy to read the whole report but who want to know the report's findings. They can be critically important as a result. Write your executive summary *after* you have finished the main report. Use a clear, concise and direct style. To help you decide what to place in the executive summary, ask yourself this: "if this were the only thing my reader will learn about my study, what are the most important things I'd want him or her to know?" Keep in mind that the executive summary should be almost entirely a reflection of your analysis; it should not have descriptive information in it. An executive summary would never have a bullet which reads

- "Burkina Faso has a population of 5.5 million."

It might, however, have a bullet which reads

- "Very high rates of out-migration from Burkina Faso to Europe and Nigeria mean that the country is relegated to a role of a labor reserve in the globalized economy. This provides short-term benefits, as remittances are a crucial source of family revenue, but in the long-run is a devastating "brain-drain" robbing the country of its most educated professionals."

In the executive summary, it is acceptable to use "bullet" format to summarize your main findings. The executive summary should not say anything new -- it should only reflect your main findings from the body of the research. It must *not* read like an introduction; be very careful not to confuse the executive summary with an introduction. Don't worry about repeating yourself -- that is expected of an executive summary. This looks easier than it really is.

Each executive summary will be distributed to the class and will be considered required reading, and may form the basis for a class discussion.

Evaluation:

Evaluation of the paper will be based on a combination of the following:

- *thoroughness and depth of research* (30%). You should be drawing on and citing a wide range of the very best, most reliable and up-to-date sources on country X (see Appendix A). Under-researched papers are painfully obvious to readers. Be sure to begin your research early, and to pursue sources aggressively. A pointer: simply using the computer search engine in the library to locate articles is a HUGE mistake, as it usually identifies only a fraction of sources available. Be sure to include all sources in your bibliography, fully and correctly cited. Make extra efforts to research "gray" literature (unpublished agency reports) – they are often the most detailed and useful.
- *quality of analysis*. (40%). Make sure your paper goes beyond description and engages in thoughtful, careful, and critical analysis. Analysis is absolutely essential -- papers which fail to move beyond description are simply unacceptable and will receive an F.
- *quality of writing and presentation*. (30%). Write with clarity (avoid vague, elusive, or jargon-laden language); make sure that each paragraph starts with a thesis sentence, backed up by evidence, and that the entire paper is organized logically, so that ideas and

arguments flow from one to the next; and take care to proofread for misspellings, grammatical errors, awkward sentences, and so on. The evaluation of the executive summary will be included in this portion of the grade. An excellent habit to get into is writing a first full draft of the paper well in advance of the deadline, so that you can reread it a few days later and find areas for improvement. Few policy papers and reports in the post-collegiate world are ever submitted without extensive editing and rewriting!

Deadlines:

- **September 16:** choice of country to study. Note: I will offer you choices, and on the basis of your preferences will assign you a country. No two students may cover the same country. International students may not write about their home country.
- **October 21:** submission of “running bibliography” (useful sources you have found and read up to that point) and a one-page summary of your preliminary findings. I will quickly review these to insure that you have been moving forward on the project, and may provide some advice. You will not receive a grade on this, but only a “check” if it is adequate. If it is not adequate, or if you fail to turn it in, your final paper grade will be penalized anywhere from two to five points.
- final paper due in class: **November 25** (note that late papers will not be accepted).