

# Politics of Development (PSCI 230)

Fall 2018

T-TH 9:15AM - 10:30AM | Powdermaker 204

Professor Jorge Antonio Alves

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Office Hours:

T-TH 1:30 – 2:30 PM, or by appointment.

Powdermaker Hall 200Y

## Course Description

This course exposes students to the main debates in the field of development. The concept of development has changed significantly since the early emphasis on wealth and industry, to the current expanded focus on human well-being, the eradication of poverty and perhaps sustainability. Despite these changes, the international community has suffered repeated failures when it comes to reconciling our vastly increased capacity to satisfy human needs with the glaring number of human beings who still live in subhuman conditions. The way to understand these shortcomings is to study the *politics* of development; how it is shaped by conflicting interests, power and ideas of state, economic and social actors—both local and foreign. To learn these lessons, we will focus primarily on the Global South.

## Course Objectives

- 1) Students will be exposed to the main theoretical approaches to development, ranging from modernization, dependency, statism, neoliberalism, and the capabilities approach.
- 2) Students will investigate the role of the many relevant actors in the field, including national governments, elites, social groups, international financial institutions and multilateral agencies, non-governmental organizations, and private citizens.
- 3) Students will learn to read academic publications, such as books and peer-reviewed articles as well as material developed by and for development practitioners. Students will also learn to assess arguments and evaluate use of evidence.
- 4) Students will learn to think critically about development politics and policies, make their own connections and apply this knowledge to the world in which they live in.
- 5) Students will learn to communicate their thoughts clearly and coherently in writing.

## Course Requirements

Exams (Midterm + Final)	50%
Paper	30%
Quizzes (5)	10%
Attendance and Participation	10%

- Students will complete two exams for this course. The mid-term exam will be conducted in class, consisting of short-answer questions and an essay. The take-home final exam will be submitted through blackboard and will consist of short essays.
- Students will submit one paper (~8 pages) which includes a research and an analytical component. Details for paper will be distributed later in the semester. Papers must be uploaded to Blackboard by the assigned time or be considered late.
- In addition, we will have occasional quizzes (in-class and online) that tests basic recall of major points covered in class.

- Participation is vital to the success of this course, and a key component of your performance. Proper participation does not mean you speak all the time. Rather, it means that you make thoughtful contributions that advance the discussion and show your preparation, without hogging the spotlight or disrespecting others.

### **Readings**

There are no books to purchase for this class. Course readings are available in the course's Blackboard website. All students are required to obtain access to Blackboard and check it regularly for announcements. You can login to Blackboard through the CUNY main page: <http://www.cuny.edu>.

Students are expected to complete readings before the scheduled class and to come prepared to participate actively in class discussion. Be prepared to summarize the main points in the readings to your peers. Of course, it is ok if you do not understand something; in those cases, bring good questions.

### **Missed Exams and Late Assignments**

Students may use up to two days grace period for any one paper, no questions asked. If by the end of the two-day period, you have not turned in your paper, you must meet with me in person to set a plan for completing the assignment. Exams may only be made up in the case of proven medical emergencies. Work must be made-up within two weeks to be considered. Quizzes cannot be made up.

### **Grading and Appeals**

There is no grading curve in this class. Consequently, it is possible that every single student could earn an A+. I value transparency in grading, and am cognizant of the possibility of mistakes. I will gladly discuss grading with students, but will do so only in person, during office hours or by appointment.

Students with disabilities needing academic accommodation should register with and provide documentation to the Office of Special Services, located in 111 Frese Hall by the first week of class. OSS will provide you with a letter for you to bring to me indicating the necessary accommodations.

### **Academic Honesty**

Academic dishonesty, including plagiarism, purchasing papers, and/or cheating in exams and quizzes, will be sanctioned according to the [CUNY's Academic Integrity Policy](#). If you use any major idea or more than three words, you must cite the source. If you need writing help, visit <http://writingatqueens.org/>.

### **Electronic Devices**

Recent studies find that the use of laptops and tablets in classroom settings reduces the ability of the users and fellow classmates to effectively learn, as evidenced by lower examination grades.<sup>1</sup> That said, you have the right to use these devices to take notes and/or access readings. Students found to be using their laptop or tablet for any other reason will be deducted 10% of their participation grade for the semester. Furthermore, if you are using a laptop or tablet, I will call on you first during class discussions. Cell phone (either voice or text) during class is prohibited. Headphones are just plain rude.

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<sup>1</sup> See Sana et al. "[Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers.](#)" *Computers and Education* Vol. 62 (2013): 24-31.

## One Last Caveat

I consider this syllabus to be a contract between you and me that lays out expectations for both of us. I will do my best to keep changes to a minimum. I do, however, withhold the right to make changes throughout the course of the semester to adapt it to our needs. Whenever possible, I will include the class in the decision. In doubt, I will always err on the side of *lightening* the load to students. Finally, if you have read your syllabus carefully, send me an e-mail titled “My favorite superhero” with a picture of your favorite superhero by next class and I will give you a free point on your lowest-scoring quiz.

## General Advice

Succeeding in this course is a direct product of your own effort. Here are some general tips:

- *Do the reading.* Lectures are not a substitute for the readings. Readings provide depth and nuance to the topics we study and are chance for you to actively participate in your own learning.
- *Read critically:* Focus on the big picture to glean the main arguments in the texts. Think about the logic of the arguments and draw linkages and contrasts among the texts. This is a comparative course about development politics, so think comparatively and link things back to the idea of development.
- *Come to class.* Lectures will break down and highlight the main take-home points in the readings. At the same time, lectures go beyond the readings and help you make broader connections.
- *Participate.* Don't be passive receivers of information. Be active in your own education. Feel free to interrupt me with questions or comments. Don't let me move on to another topic if you are not ready.
- *Be respectful.* Especially to each other, but also to me. This includes keeping a civil tone during class discussions and listening attentively when your peers speak.
- *Enjoy yourself.* College is fun. Remember to stop and smell the roses.

## Course Schedule:

### 1. Why Study Development?

Aug 28 (Tue) Course Introduction

Aug 30 (Thu) Why Study Development?

Roser, Max. 2018. [“A Short History of Global Living Conditions and Why It Matters That We Know It.” OurWorldInData.org.](https://ourworldindata.org)

Easterly, William. 2001. *The Elusive Quest for Growth. Economists' Adventures and Misadventures in the Tropics.* Cambridge, MA: MIT Press. Ch. 1, pp. xi-15.

(Recommended) Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About it.* New York: Oxford University Press. Ch.1, pp. 3-16.

### 2. Theories & Approaches to Development

Sep 4 (Tue) Modernization Theory

Lerner, Daniel. 1955. “The Grocer and the Chief.” *Harper's Magazine.* pp. 47-56.

(R) Rostow, W.W. 1971. “The Five Stages of Growth – a Summary.” In *The Stages of Economic Growth: A Non-Communist Manifesto.* Cambridge University Press.

- Sep 6 (Thu) Dependency Theory  
Gunder Frank, André. 1966. "The Development of Underdevelopment." *Monthly Review*, 18 (September).
- (R) Valenzuela, J. Samuel and Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Development." *Comparative Politics*. Vol. 10, No. 4: 535-52.
- Sep 11 (Tue) --No Class--
- Sep 13 (Thu) The Capabilities Approach  
Sen, Amartya. 1999. *Development as Freedom*. New York: Anchor Books. Introduction & Chapter 1, pp. 2-34.  
Thompson, Derek. 2013. "[Your Brain on Poverty: Why Poor People Seem to Make Bad Decisions](#)." *The Atlantic*. November 22.
- Sep 18 (Tue) --No Class--
- Sep 20 (Thu) Millennium & Sustainable Development Goals  
United Nations. 2012. "Review of the Contributions of the MDG Agenda to Foster Development: Lessons for the Post-2015 UN Development Agenda." *Discussions Note: March*.  
United Nations. 2018. *The Sustainable Development Goals Report*. New York: UN Press. (Skim the overview, and read any policy brief between pp. 17-34).

**\*\* QUIZ 1 DUE BY THE END OF THE DAY, FRIDAY, SEP 21 (BLACKBOARD) \*\***

### 3. The State x Market Debate

- Sep 25 (Tue) State-Led Development  
Kingstone, Peter. 2011. *The Political Economy of Latin America*. New York: Routledge. Ch.2: "Import-Substitution Industrialization and the Great Transformation in Latin America," pp.19-44.  
Yergin & Stanislaw. 2002. *The Commanding Heights: The Battle between Government and the Marketplace that is Remaking the Modern World*. New York: Simon and Schuster. Ch. 3, "A Tryst With Destiny: The Birth of the Third World." pp. 49-73.
- (R) Yergin, Daniel, and Joseph Stanislaw. 2002. Ch. 6, "Beyond the Miracle: Asia's Emergence." pp. 139-173.
- Sep 27 (Thu) State-Led Development (continued)  
No additional assigned readings.
- Oct 2 (Tue) Market Reforms  
Kingstone. 2011. Ch.3: "Neoliberalism and It's Discontents."  
Miller, Matthew. 2001. "[The Poor Man's Capitalist](#)." *The New York Times Magazine*.

- Oct 4 (Thu) State and Market in China
- Ang, Yuen Yuen. 2017. "Do Weberian Bureaucracies Lead to Markets or Vice Versa? A Coevolutionary Approach to Development." In Atul Kohli, Deborah Yashar, and Miguel Centeno, Eds. *States in the Developing World*. Cambridge: Cambridge University Press.
- Buckley, Chris. 2017. "[In Rare Move, Chinese Think Tank Criticizes Tepid Pace of Reform.](#)" *The New York Times*, March 27.
- (R) Yergin & Stanislaw. 2002. Ch. 7 pp. 185-206.
- Oct 9 (Tue) Catch-up & Student-Led Review **\*\* QUIZ #2 (In Class)\*\***
- Oct 11 (Thu) **\*\* MIDTERM EXAM \*\***
- 4. Actors in Development**
- Oct 16 (Tue) Bilateral Aid Donors
- Alesina, Alberto, and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth*, 5(March): 33-63.
- (R) Radelet, Steven. 2006. "A Primer on Foreign Aid." *Center for Global Development Working Paper*, 92.
- Oct 18 (Thu) Multilateral Institutions
- Barnett, Michael N. and Finnemore, Martha. 2003. "The Politics, Power, and Pathologies of International Organizations." *International Organization*. Vol. 53: 699-732.
- Sogge, David. 2012. "The United Nations and Multilateral Actors in Development." In Paul A. Haslam, Jessica Schafer, and Pierre Beaudet, Eds. *Introduction to International Development: Approacheds, Actors, and Issues*. Don Mills, CA: Oxford University Press.
- Oct 23 (Tue) International Financial Institutions
- Green, Duncan. 2003. Silent Revolution: The Rise and Crisis of Market Economics in Latin America. New York: Monthly Review Press. Ch.2, pp. 39-71.
- Easterly, William. 2002. "The Cartel of Good Intentions." *Foreign Policy*, pp.40-49.
- Cohen, Patricia. 2016. "[At the World Bank, a Shortage of Concrete \(Language\).](#)" *NYTimes.com*, April 14.
- Oct 25 (Thu) NGOs
- Cooley, Alexander and James Ron. 2002. "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action." *International Security*, 27(1):5-39.
- Beck, Erin. 2017. *How Development Projects Persist: Everyday Negotiations with Guatemalan NGOs*. Durham, Duke University Press. Ch.1.
- Oct 30 (Tue) Business
- OECD (2016), *Development Co-operation Report 2016: The Sustainable Development Goals as Business Opportunities*, OECD Publishing, Paris. Ch. 1

- Nov 1 (Thu) Individual Actors
- Drayton, Bill. 2006. "Everyone a Changemaker: Social Entrepreneurship's Ultimate Goal." *Innovations*, Winter.
- Davenport, Coral, and Nick Wingfield. 2015. "[Bill Gates Takes on Climate Change With Nudges and Powerful Rolodex.](#)" *The New York Times*, December 8.
- Eisenberg, Jesse and ProPublica. 2015. "[How Zuckerberg's Altruism Helps Himself.](#)" *The New York Times*, December 3.
- Nov 6 (Tue) One Person's Experience with International Development
- Guest speaker: TBA. (No assigned readings)

**\*\* QUIZ 3 DUE BY THE END OF THE DAY, WEDNESDAY, NOV 7 (BLACKBOARD) \*\***

### 5. Issues and Debates in Development

- Nov 8 (Thu) Conflict
- World Bank. 2010. *World Development Report 2011: Conflict, Security and Development*. New York: Oxford University Press. Overview. Read: pp.1-23, skim the rest.
- The Economist. 2013. "[Civil Wars: How to Stop the Fighting, Sometimes.](#)" November 9.

**\*\* PAPER DUE BY THE END OF THE DAY, SUNDAY, NOV 11 (BLACKBOARD) \*\***

- Nov 13 (Tue) Globalization – Is It Good for the Poor?
- Norberg, Johan. 2014. "In Defense of Global Capitalism." In Roberts et al., Eds. *The Globalization and Development Reader*. London: Wiley-Blackwell. Pp. 247-262.
- Popper, Nathaniel. 2016. "[How Much Do We Really Know About Global Trade's Impacts?](#)" *The New York Times Magazine*, September 6.
- Nov 15 (Thu) Inequality
- Tilly, Charles. 1998. *Durable Inequality*. Berkeley: University of California Press. Ch. 1
- Milanovic, Branko. 2013. "Global Income Inequality in Numbers, History and Now." *Global Policy*, 4(2): 198-208.
- Nov 20 (Tue) Migration
- Messina, Anthony M. and Gallya Lahav, Eds, 2006. *The Migration Reader: Exploring Politics and Policies*. Ch.1
- Nazario, Sonia. 2003. "[Enrique's Journey,](#)" *Los Angeles Times*.
- Nov 22 (Thu) --No Class—Happy Thanksgiving!
- Nov 27 (Tue) Sustainability & Climate Change
- World Bank. 2010. *World Development Report 2010: Development and Climate Change*. New York: Oxford University Press. Overview, pp. 1-26.
- Goldberg, Jeffrey. 2013. "[Drowning Kiribati.](#)" *Businessweek.com*, November 21.

**\*\* QUIZ 4 DUE BY THE END OF THE DAY, WEDNESDAY, NOV 28 (BLACKBOARD) \*\***

## 5. Policy Interventions

- Nov 29 (Thu) Community Empowerment  
Guggenheim, Scott, Tatag Wiranto, Yogana Prasta and Susan Wong. 2004. "Indonesia's Kecamatan Development Program: A Large-Scale Use of Community Development to Reduce Poverty." Paper presented at the Scaling Up Poverty Reduction Conference.
- Dec 4 (Tue) Cash Transfers  
Blattman, Christopher and Paul Niehaus. 2014. "[Show Them the Money: Why Giving Cash Helps Alleviate Poverty.](#)" *Foreign Affairs*, May/June.  
Rosenberg, Tina. 2016. "[For Refugees in Lebanon, Cash Instead of Camps.](#)" *The New York Times*, September 13.  
Kopf, Dan. 2018. "[The Transformative Power of Giving Young Women Cash.](#)" *Quartz.com*, June 21.
- Dec 6 (Thu) Randomized Control Trials – Should We Test Policies Like We Test Medicine?  
Tollefson, Jeff. 2015. "Can Randomized Trials Eliminate Global Poverty?" *Nature*, 524(7564): 150-153.  
Hausmann, Ricardo. 2016. "[The Problem With Evidence-Based Policies.](#)" *ProjectSyndicate.org*, February 25.
- Dec 11(Tue) Concluding Thoughts and Student-Led Review **\*\*QUIZ #5 (In Class)\*\***
- Dec 20 (Thu) TAKE-HOME FINAL EXAM DUE 12 PM (Blackboard Upload)**