Poli127: Politics of Development
Winter Quarter 2018

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Lectures: Tu/Th: 9:30 – 10:50 am, Center Hall #216
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Office Hours: Tu/Th, after class, 11 - 12; Fridays, 3 – 4:30 pm

Teaching Assistant: Christina Cottiero
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Course materials are available on TritonEd: https://tritoned.ucsd.edu. From main page for poli127, click on “Content” in the upper left menu. This will bring you to course syllabus, policy paper guidelines, research guides, rubrics, turnitin.com, and PeerMark access. If you have any questions, please let me, or one of your TAs, know.

Course readings beyond texts are available via Geisel e-reserves: https://library.ucsd.edu/borrow-and-request/course-reserves/

Course Description:
What do we mean by “development”? Why have some countries and regions of the world been more successful in their efforts to promote development than others? Why should “we” (in the “developed” world) care about development challenges the “developing” world, or should we? This course provides an introduction to competing conceptions and theories of development in the post-WWII period. We begin by critically evaluating dominant concepts, measures, and theories of development in light of case studies drawn from three regions of the developing world: Latin America, Sub-Saharan Africa, and Southeast Asia. We then shift our attention to 21st century development challenges in developing regions of the world and investigate the possibilities and limitations of existing international and national level institutions and policies in addressing these challenges.

By the end of this course, students should be able to:

(1) define, critically evaluate, and discuss competing conceptions, measures, and theories of development in the political science literature;
(2) assess the relative value of competing theories by applying them to empirical studies drawn from three regions of the developing world: Latin America, Sub-Saharan Africa, and Southeast Asia;
(3) identify, describe, and critically evaluate the role of key international and national level institutions and policies in addressing 21st century development challenges, especially as they impact developing countries; and
(4) demonstrate proficiency in analyzing a specific policy problem in a developing country case study of choice, identifying and critiquing competing proposals by key stakeholders, and formulating a specific and concise policy recommendation based on high quality evidence, using the format of a professional policy paper.

Course Requirements:

Summary:

(1) Class participation: peer instruction/clickers 10%
(2) Policy proposals due: week 3, Thursday, 25 Jan. 5%
   • Submit identical version to TritonEd by 11:59 p.m.
(3) Midterm exam: week 4, Thursday, 1 Feb. 15%
(4) First draft policy brief (1500 word min.) due to TritonEd: week 7, 22 Feb., 11:59 p.m. 5%
   • These can be uploaded any time prior to deadline, but no late papers can be accepted.
(5) Feedback to two peers due to TritonEd: week 8, Thurs., 1 March, 11:59 p.m. 5%
   • These can be uploaded any time prior to deadline, but no late reviews can be accepted.

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Research has (participation/discussion and student learning. For this reason academic literature on teaching and learning has documented a strong causal relationship between active questions, puzzles

As an upper-division political science course, please come to class meetings prepared to discuss central questions, puzzles, and concerns that arise from course readings assigned for that day. The most recent academic literature on teaching and learning has documented a strong causal relationship between active participation/discussion and student learning. For this reason, we will use a relatively new pedagogy in Political Science, “Peer Instruction” (used with clickers), developed by Harvard physicist, Eric Mazur (https://www.youtube.com/watch?v=Z9orbx0Rfl), to facilitate both small and large group discussions. Research has documented statistically significant learning gains for students who have used Peer Instruction (PI) with clickers.

Exams:
There are two exams in this course: a midterm and a final. The midterm exam is worth 15% of your grade, and the (cumulative) final exam is worth 25%. Both exams will be administered in class and consist of short answer identification questions and an essay question. We will post a study guide one week prior to the exam. Please note that exams cannot be made up without well-documented evidence of an emergency, or prior approval.

Research Projects:
In addition to midterm and final exams, this course requires that you research and write a short (8 - 10 page, double-spaced, 12 pt. font, 1 inch margins) policy brief focused on a development problem related to one of the U.N. Sustainable Development Goals (see below) in a country case study of your choice from one of the three regions of focus in the course: Latin America, sub-Saharan Africa, or SE Asia. For the purposes of this assignment, you will become a policy analyst employed by a development organization of your choice. This organization can either be a governmental organization (e.g. U.S. Agency for International Development –US AID), a nongovernmental organization (e.g. Oxfam, Center for Global Governance, Global Fund for Women, International Rescue Committee, etc.), or an intergovernmental organization (e.g. United Nations Development Program –UNDP; UNICEF, UN Woman, World Bank, IMF, WHO, ILO, etc.) of your choice. (Please see TritonEd page for ideas re: development orgs you can represent.)

This research assignment is designed to give you the opportunity to engage in more in-depth analysis of a development problem that is of particular interest to you, further hone your critical thinking and writing skills in defending the policy positions (s) you put forth, and enable you to investigate a specific development problem and case study not covered in the course. Please also note that there are two deadlines for the final policy paper: (1) submission of a hard copy at the end of class, and (2) submission of an identical e-version to turnitin.com via TritonEd by 11:59 pm (go to course content page). To avoid a late penalty, both deadlines must be met. If you have any questions, please consult one of your TAs or me. Please also note that e-mailed versions of assignments cannot be accepted under any circumstances. If an emergency should arise, please document this as best you can (include a written explanation as well as any supporting documentation), and staple this to the hard copy of your assignment. Submit these materials to me (envelope outside my office door; SSB #383) as soon as possible. I will review and contact you if I have any questions.

Detailed research and writing guides, and a grading rubric, can be found on the course content page of TritonEd. The “policy paper ideas” guide is designed to help generate ideas, and provides links to sample professional policy briefs, as well as to policy papers published by former poli127 students in Prospect, UCSD’s undergraduate journal of international affairs (http://prospectjournal.org). There are also sample policy papers from Spring 2017 on the course content page. Finally, the political science research library at Geisel, Annelise Sklar, has also put together an amazing research guide for your projects: http://libguides.ucsd.edu/poli127. We love to talk about policy projects in office hours, so please come tell us about your research interests and findings as they evolve!

Class Participation:
As an upper-division political science course, please come to class meetings prepared to discuss central questions, puzzles, and concerns that arise from course readings assigned for that day. The most recent academic literature on teaching and learning has documented a strong causal relationship between active participation/discussion and student learning. For this reason, we will use a relatively new pedagogy in Political Science, “Peer Instruction” (used with clickers), developed by Harvard physicist, Eric Mazur (https://www.youtube.com/watch?v=Z9orbx0Rfl), to facilitate both small and large group discussions. Research has documented statistically significant learning gains for students who have used Peer Instruction (PI) with clickers.
We'll begin experimenting with Pl and clickers during week 2, but the “official” counting period will not begin until week 3. This should give you time to borrow or purchase a clicker. (You can buy new or used online, but be sure to purchase the i-clicker brand, which is what UCSD's infrastructure supports. If you want to sell back to the UCSD bookstore ($24.00 buy back), get the i-clicker 2.) Questions will be geared toward enhancing your understanding of course readings and lectures, and will help you prepare for exams and policy paper projects. In general, we will ask two types of questions: factual and discussion questions. Factual questions focus on a central point from your readings, or a point covered in lectures. Pedagogically, these questions are used to strengthen critical reading and thinking skills, and ensure that central concepts are generally understood before moving to a new topic. One point is given for correct answers, and .5 for participating. Discussion questions ask that you take a stand on a specific development problem or issue, using course materials as evidence. These questions are used to hone critical thinking and speaking skills, and specifically, your ability to put forth persuasive arguments based on logic and compelling evidence. For discussion questions, you will receive full points (1 pt.) simply for participating. In assessing your grade for this component of the course, you’re allowed to miss 20%. This should provide sufficient buffer in case you forget your clicker, or you need to miss class for whatever reason. So, for example, if we ask 40 questions total over the quarter, and you receive 30 points, you can still earn an “A” (20% of 40 = 32; 30/32 = 93.75%).

Work load: As an upper-division course, the UCSD Academic Senate guideline is approximately three hours of work outside of class for each one hour in class, or approximately nine hours of work weekly outside of class. Each week, you will need to balance course readings with independent research on your policy projects, but readings and research assignments are designed not to exceed nine hours each week. If you find that time spent on weekly readings and research exceeds nine hours, please come see me or your TA mentor so that we can assist you with more efficient reading and/or research strategies.

E-mail Policy: Please use the designated forums on the TritonEd discussion board for all course and assignment related questions so that everyone can benefit from information exchanged. The TAs and I will monitor the board Monday – Friday, but also feel free to help each other out. We’re also available during office hours, and I’ll always be available for questions after class, so let’s try to get to know each other in this way. Due to family obligations, I do not typically have e-mail access after 5 pm on Fridays until Monday mornings, but if you should urgently need to reach me on a weekend, feel free to call me at home: 858.552.9264. If you do need to send email, please be sure to put the course number (pol127) in the subject line so that I can quickly locate it. Thanks!

Academic Integrity Policy: Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog: http://students.ucsd.edu/academics/academic-integrity/policy.html. Although you are encouraged to work together in preparing for class discussions and exams, each student is expected to do their own work on all written assignments and in-class essays. In addition, all students must individually participate in clicker questions. (That is, it’s a violation to “click in” for your classmates:)) Violations will be subject to disciplinary measures as outlined by the University. If you have any questions regarding this policy, please consult me or one of your TAs.

Course Texts: Four texts are available for purchase at the UCSD bookstore. Please feel free to purchase these independently online or elsewhere. In addition, multiple copies of all texts have been placed on print reserves at Geisel Library. If you choose not to purchase the texts, and experience any problems obtaining a reserve copy, please let me know.

All additional course readings (articles, etc.) are available (free!) via electronic reserves from Geisel Library: [http://libraries.ucsd.edu/resources/course-reserves](http://libraries.ucsd.edu/resources/course-reserves). If you encounter any problems, please call 858.534.1212, or e-mail: reserves@ucsd.edu, or contact me.

Course Schedule:

**Week 1:** What Do We Mean by “Development”? What is “Sustainable Development”? What are the U.N. Sustainable Development Goals?

**Tuesday, 9 January:** Course Introduction

Readings:

None.

**Thursday, 11 January:**

Readings (accessible via library reserves):


   - Drop-down menu “About”: Please read “The Sustainable Development Agenda”, including the FAQs.
   - For each goal, click into the goal to get an idea of specific policy problem you’d like to focus on for your policy project. **For Tues., please bring in draft form and be prepared to discuss:**
     1. Your first choice of a UN Sustainable Development Goal to research for your policy project, and why this goal is of interest to you.
     2. What specific policy problem within this particular goal interests you, and why.
     3. If you’re able: a county case study from sub-Saharan Africa, Latin America, or SE Asia within which you’d like to investigate this policy problem, and why.

**Week 2:** Global Inequality and the Development of Development Studies

**Tuesday, 16 January:** What are the UN Sustainable Development Goals? What is their history? Research workshop on policy projects. If possible, please bring laptops and login to the UCSD-Protected network at beginning of class. Guest: Annelise Sklar, UCSD Political Science librarian.

Readings:

   Please bring in draft form for research workshop:
   1. Your first choice of UN Sustainable Development Goals for your policy project (and why);
   2. What specific policy problem(s) within this particular goal interests you (and why);
   3. If you’re able: a county case study from sub-Saharan Africa, Latin America, or SE Asia within which you’d like to investigate this policy problem

Questions: What is sustainable development? Are the SDGs legally binding? How will they be implemented and monitored? Where do/will resources for the SDGs come from? How is climate change related to the SDGs? How do the SDGs differ from the MDGs?
Thursday, 18 January: What are competing ways in which inequality and poverty are conceptualized and measured within and between countries, and globally? Are inequality and poverty related? If so, how and why?

Readings:

Week 3: Roots of the Development Project: Modernization and Dependency Theories – Begin Latin America

Tuesday, 23 January: Roots of the Development Project and Modernization Theory


Thursday, 25 January: Roots of the Development Project and Dependency Theory

E-version of policy proposal due to TII.com on TritonEd no later than 11:59 p.m.


Week 4: Development and Underdevelopment in Latin America

Tuesday, 30 January:

Readings:

Thursday, 1 February: Midterm Exam

Readings: None

Week 5: The Politics of Development in Sub-Saharan Africa

Tuesday, 6 February: Introduction to Sub-Saharan Africa: Colonialism and Underdevelopment

Readings:

Thursday, 8 February: Neo-Liberal Solutions to Development Challenges? The Case of Ghana

Readings:
3. E. Gyimah-Boadi, “Ghana: Adjustment, State Rehabilitation and Democratization,” in Thandika Mkandawire and Adebayo Olukoshi, eds., *Between Liberalisation and


**Week 6: Dual Transitions in Sub-Saharan Africa**

**Tuesday, 13 February:** Dual Transitions in Sub-Saharan Africa

**Readings:**

**Thursday, 15 February:** Pathways from the Periphery? East Asia

**Readings:**

**Week 7: The Asia Economic Crisis of 1997 and the Millennium Challenge**

**Tuesday, 20 February:** Asia Economic Crisis of 1997: Implications for Theories of Development and the Millennium Challenge

**Excerpts from PBS Film: “The Crash”**

**Readings:**

**Thursday, 22 February:** Asia Economic Crisis of 1997: Implications for Theories of Development and the Millennium Challenge

*First draft of policy paper (1500 words minimum) due to TritonEd no later than 11:59 p.m. Please do not miss this deadline. The submission board “transforms” to peer review at exactly midnight, so there is no way to upload submissions after 11:59 p.m. Also, in order to participate in the peer review process (5% of course grade), you need to have submitted a paper draft. (Peer reviews are randomly matched among those papers submitted.) We cannot emphasize enough how important these deadlines are.*

**Readings:**
Week 8: Globalization and the Politics of Development

**Tuesday, 27 February:** Globalization and Development: Is “Free” Trade “Fair” Trade?

**Readings:**

**Thursday, 1 March:** Globalization, Development, and Multinational Corporations

*Peer review comments due to your peers via TritonEd no later than 11:59 p.m. this evening. Please do not miss this deadline. (5% of course grade…)*

**Readings:**
3. Case study materials on Alta Gracia:
   - 2 -pg. Word doc. on TritonEd (course content): “AGBackgroungfinal.doc”

Week 9: Sustainable Development and the Politics of Climate Change

**Tuesday, 6 March:** Globalization and Sustainable Environment

**Readings:**

**Thursday, 8 March:** Sustainable Development and the Politics of Climate Change

*Hard copies of policy papers due at the end of class today. Identical e-versions due no later than 11:59 p.m. this evening.*

**Readings:**

Week 10: The Ends and Means of Development: Future Possibilities, Future Challenges

**Tuesday, 13 March:** Development and Democracy

**Readings:**

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**Thursday, 15 March:** Where Do/Should We Go From Here?  
**Readings:**

**Final Exam:** Tuesday, 20 March, 8 – 11 a.m.

**Further Reading:** These reading suggestions are provided to help guide additional (not required) reading on topics of interest to you. I will incorporate many of these sources into lectures.

**Week 2: Further Reading**
1. YouTube clip: GDP vs. GNP: [http://www.youtube.com/watch?v=mZ4eKreH3I](http://www.youtube.com/watch?v=mZ4eKreH3I)

**Weeks 3 and 4: Further Reading:**
1. Andre Gunder Frank, “The Development of Underdevelopment,” in *Promise of Development: Theories of Change in Latin America*, Peter Klarén and Thomas Bossert, pp. 111 – 123 (7 pp.).

3. Links to current Latin America development data:
   c. [https://www.brookings.edu/topic拉丁-america-the-caribbean/](https://www.brookings.edu/topic拉丁-america-the-caribbean/)
   d. [https://www.brookings.edu/series拉丁-america-initiative-policy-briefs/](https://www.brookings.edu/series拉丁-america-initiative-policy-briefs/)
   e. [http://voxeu.org/article/be-countercyclical-or-not-question-latin-america](http://voxeu.org/article/be-countercyclical-or-not-question-latin-america)
   g. [http://www.focus-economics.com/regions拉丁-america](http://www.focus-economics.com/regions拉丁-america)
   h. [https://www.weforum.org/agenda/2016/05/how-can-latin-america-kickstart-economic-growth/](https://www.weforum.org/agenda/2016/05/how-can-latin-america-kickstart-economic-growth/)

**Weeks 5 and 6: Further Reading**

1. Links to current sub-Saharan African development data:


**Week 8: Further Reading**


**Week 9: Further Reading**


**Week 10: Further Reading**

5. William Easterly, “The Cartel of Good Intentions” *Foreign Policy* July-August 2002 (pp. 40-49)