Poli127: Politics of Development
Winter Quarter 2016

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Office: Social Science Bldg. (SBB) #383  Lectures: Tu/Th: 9:30 – 10:50 a.m., PCH #122
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Course materials are available on TritonEd (formerly known as TED): https://tritoned.ucsd.edu. From the main page for poli127, click on “Content” in the upper left menu. This will bring you to the course syllabus, research guides, rubrics, turnitin.com, and PeerMark access. If you have any questions, please let me, or one of your TAs know.

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 problems in the “developing” world, or should we? This course provides an introduction to competing conceptions and theories of development. We examine assumptions and predictions of different theoretical approaches to development, and assess the explanatory power of each in understanding the central problems faced by developing countries in the early 21st century. In so doing, the course has four primary objectives: (1) critically evaluate dominant conceptions and theories of development in the political science literature; (2) assess the relative value of these theories by applying them to specific case studies drawn from three regions of the developing world: Latin America, Sub-Saharan Africa and Southeast Asia; (3) compare and critique patterns of development across these three regions; and (4) further develop your skills as social scientists in formulating and testing hypotheses concerning the causes and consequences of development and underdevelopment in our world today.

Course Requirements:
Summary:
(1) Class participation: peer instruction/clickers  10%
(2) Policy proposals due: week 3, Thursday, 21 January  5%
   • Hard copy due at end of class.
   • E-version due to TritonEd by 11:59 p.m.
   • Both deadlines must be met to avoid late penalty (1/3 grade deduction)
(3) Midterm exam: week 4, Thursday, 28 January  15%
(4) First draft policy brief (1500 word min.) due to TritonEd: week 7, Th., 18 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., 25 February, 11:59 p.m.  5%
   • These can be uploaded any time prior to deadline, but no late reviews can be accepted.
(6) Final policy papers due: week 9, Thursday, 3 March  35%
   • Hard copy due at end of class
   • E-version due to turnitin.com (TritonEd) by 11:59 pm
   • Both deadlines must be met to avoid late penalty (1/3 grade for each 24 hr. period late)
(7) Final exam, Tuesday, 15 March, 8:00 – 11:00 a.m.  25%

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

Research Projects:
In addition to midterm and final exams, this course also 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 in a developing country of your choice. 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 (i.e. U.S. Agency for International Development –US AID), a nongovernmental organization (i.e. Oxfam, Center for Global Governance, Global Fund for Women, International Rescue Committee, Grameen Bank, etc.), or an intergovernmental organization (i.e. United Nations Development Program –UNDP; UNICEF, UN Woman, World Bank, IMF, WHO, ILO, etc.) of your choice. (Please see TritonEd page for ideas re: orgs.)

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 development position(s) you put forth, and enable you to investigate a problem and case study not covered in the course. Please also note that there are **two deadlines** for the research proposal and **final policy paper:** (1) submission of your hard copy at the end of class, and (2) submission of an e-version to turnitin.com via TritonEd (go to course content page). In order to avoid a late penalty, both parts of the assignment must be submitted by the deadlines. If you have any questions about this, please consult your TA 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 all supporting documentation), and staple this to the hard copy of your assignment. Submit these materials to me (envelope outside my office door) as soon as possible. I will review and contact you if I have questions.

Detailed writing guides and a grading rubric are posted on the course content page of TritonEd. These guides provide links to sample policy briefs (e.g. http://www.brookings.edu/series/Brookings-Policy-Brief.aspx), as well as to policy briefs published by students in Prospect, UCSD's undergraduate journal of international affairs (http://prospectjournal.org). The political science research library at Geisel, Annelise Sklar, has also put together a terrific research guide and materials for your projects, which is linked to the course TritonEd page and Geisel Library's home page. We love to talk about 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, you are expected to 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, 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 will begin experimenting with PI 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 .7 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 is 32, and 30/32 = 93.75%).

**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. Due to the size of our class, this will be the most efficient way for us to communicate. We will keep office hours every day of the week, and I’m always available after class, so let’s try to get to know each other in this way. Also, due to family obligations, I do not typically have Internet access after 5 pm on Fridays until Monday mornings. If you should urgently need to reach me on a weekend, please 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 (poli127) 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. Violations will be subject to the 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 books are available from the UCSD bookstore, but feel free to purchase these independently online or elsewhere. In addition, multiple copies of each text have been placed on print reserves at Geisel Library. If you choose not to purchase books, and experience problems obtaining reserve copies, 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/. If you encounter any problems, please call 858.534.1857, or e-mail: userserv@ucsd.edu, or contact me.

**Course Schedule:**

**Week 1:** What Do We Mean by “Development”? How Do We Measure It?

**Tuesday, 5 January:** Course Introduction

Readings:

None.

**Thursday, 7 January:** What is “development”?

Readings:

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

**Tuesday, 12 January:** What is poverty? What is inequality? How are these measured? Discussion of research projects. Please do not miss this class...

**Readings:**

**Thursday, 14 January:** Development and Modernization Theories

**Readings:**

**Week 3: Development and Underdevelopment in Latin America**

**Tuesday, 19 January:** Development and Dependency Theories

**Readings:**

**Thursday, 21 January:** Development and Underdevelopment in Latin America

*Hard copies of policy proposals due at the end of class today. E-versions due to TritonEd no later than 11:59 p.m.* Midterm review sheet will be posted to TritonEd by midnight on Saturday. To ensure that all students have access to exam-related information exchanged, please use the designed TritonEd forum for midterm questions, rather than e-mail to TAs or instructor.  Thanks!

**Readings:**

**Week 4: Development and Underdevelopment in Latin America**

**Tuesday, 26 January:** Development in Latin America: Contemporary and Future Challenges

**Readings:**

**Thursday, 28 January:** Midterm Exam

**Readings:** None
**Week 5:** The Politics of Development in Sub-Saharan Africa

**Tuesday, 2 February:** Introduction to Sub-Saharan Africa: Colonialism and Underdevelopment

**Readings:**

**Thursday, 4 February:** Neo-Liberal Solutions to Development Challenges? The Case of Ghana

**Readings:**

**Week 6:** Dual Transitions in Sub-Saharan Africa and Introduction to East Asia

**Tuesday, 9 February:** Dual Transitions in Sub-Saharan Africa

**Readings:**

**Thursday, 11 February:** Pathways from the Periphery? East Asia

**Readings:**

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

**Tuesday, 16 February:** Asia Economic Crisis of 1997: Implications for Theories of Development and the Millennium Challenge

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

**Readings:**

Thursday, 18 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, 23 February: Globalization and Development: Is “Free” Trade “Fair” Trade?
Readings:

Thursday, 25 February: 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): “AGBackgroundorgfinal.doc”.

Week 9: Sustainable Development: Saving the Planet and the Resource Curse
Tuesday, 1 March: Globalization and Sustainable Environment
Readings:

Thursday, 3 March: Sustainable Development and the Resource Curse
Hard copies of policy papers due at the end of class today. E-versions no later than 11:59 p.m. this evening. (Remember you can always over-write uploads until the deadline, so upload early and often...)
Readings:


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

Tuesday, 8 March: Development and Democracy
Readings:

Thursday, 10 March: Where Do/Should We Go From Here?
Readings:

Final Exam: Tuesday, 15 March, 8:00 – 11:00 a.m.

*Further Reading: These reading suggestions are provided to help guide additional (not required) reading on topics of interest to you.

Week 2: Further Reading
1. YouTube clip: GDP vs. GNP: http://www.youtube.com/watch?v=mZ-4eKreH3I
2. Amartya Sen, Development as Freedom, Chapter 4, “Poverty as Capability Deprivation,” pp. 87 – 110 (22 pgs.)

Week 6: Further Reading

Week 8: Further Reading

Week 9: Further Reading

Week 10: Further Reading
10. “Helping Africa to Help Itself,” The Economist, July 2, 2005

Additional References: If you’re interested in a future career in development, the following additional texts (from which we’ll read excerpts) are also recommended: