Poli127: Politics of Development  
Winter Quarter 2020

**Professor:** Maureen Feeley  
**Lectures:** Tu/Th: 11:00 – 12:20 am, WLH, #2205  
**Pronouns:** she/her/hers  
**Office Hours:** Tu & Th, after class; Tuesdays, 2 - 4 pm  
**E-mail:** mfeeley@ucsd.edu  
**Office:** Social Science Bldg. (SSB) #383  
**Phone:** 858.534.5605

**Teaching Assistant:** ShahBano Ijaz  
**E-mail:** ssijaz@ucsd.edu  
**Office Hours:** Thursdays, 8 – 10 a.m., SSB #331

**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 in 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 sustainable development challenges across regions, and investigate the possibilities and limitations of existing international and national 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, including sustainable development as a normative and analytic concept;  
2. assess the relative value of these 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 relevant 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 sustainable development policy problem in a developing country case study of choice, identifying and critiquing competing proposals by key stakeholders, and formulating specific and concise policy recommendation(s) based on high quality evidence, using the format of a professional policy paper.

**Course Requirements:**

**Summary:**

1. Class participation: peer instruction with clickers  
2. Policy proposals due: **week 3, Wednesday, 22 Jan., 11:59 pm**  
   - Upload to TII.com on TritonEd by 11:59 p.m.  
3. Midterm exam (in class): **week 5, Thursday, 6 Feb.**  
4. First draft policy paper due to TritonEd: **week 7, Weds., 19 Feb., before 11:59 pm**  
   - These can be uploaded to TII.com on TritonEd any time prior to deadline, but because submitted papers are randomly distributed for peer review at midnight, **we, unfortunately, cannot accept any late papers. Please upload this one early.**
5. Feedback to two peers due to TritonEd: **week 8, Wed., 26 Feb, before 11:59 pm**  
   - Can be uploaded any time prior to the deadline, but **no late reviews can be accepted.** Your peers need one week to review and implement comments.  
6. Final policy papers due: **week 9, Wednesday, 4 March, before 11:59 pm**  
   - Upload final e-version to TII.com on TritonEd by 11:59 pm on Wed., 4 March  
   - Bring identical hard copy to class on Thurs., 5 March  
   - Both deadlines must be met to avoid 5 pt. late penalty for each 24 hr. period late  
7. Final exam (in class), **Thursday, 19 March: 11:30 am – 2:30 pm**
TritonEd: 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, policy paper rubric, policy paper guidelines, sample student policy papers, turnitin.com, and PeerMark access. If you have any questions, please let me or your TA know.

Exams:
There are two exams in this course: a midterm and a final. Both include short answer identification concept questions and a longer essay. The midterm covers weeks 1 – 5, and the final exam is cumulative. A study guide will be posted one week prior to each exam. You must pass the final exam in order to pass the class, but as long as you complete course readings and attend class, and come to office hours if you have questions, you will do well on the exams. Please note that exams cannot be made up without well-documented evidence of an emergency, or prior approval by the instructor.

Grade Appeals:
Please remember to check your grades on TritonEd and alert us within one week if there is an error in posting. If you believe there’s been an error in assessing your work, please submit a grade appeal in writing also within one week. You may place the assignment, with the written appeal stapled to it, in the envelope outside my office door (SSB 383), and follow-up with me by email letting me know you’ve submitted this. I will reassess your work within one week of receiving it. Please know that grades may go up, down, or remain the same through a grade appeal process.

Research Project:
This course also requires that you research and write a short (2400 – 3000 word – approximately 8 – 10 pages, excluding the cover page and bibliography) policy paper focused on a development problem related to one of the U.N. Sustainable Development Goals in a country case study of your choice from one of the following three regions: Latin America, sub-Saharan Africa, Southeast or South Asia. For the purposes of this assignment, you will become a policy analyst employed by a either governmental, nongovernmental, or intergovernmental development organization of your choice. This assignment is designed to give you the opportunity to engage in more in-depth analysis of a development problem of particular interest to you, further hone your critical thinking and writing skills in defending the policy positions you put forth, build your information literacy skills, and enable you to investigate a specific development problem and case study not covered in the course. Detailed research and writing guides, and a grading rubric, can be found on the course content page of TritonEd. A library research guide can be found here: 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, it’s expected that you’ll come to class meetings prepared to discuss central questions that arise from course readings assigned for that day. To facilitate both small and large group discussions, we’ll use an innovative pedagogy developed by Harvard physicist, Eric Mazur (https://www.youtube.com/watch?v=Z9orbxORff), “Peer Instruction” (PI), with clickers. Research has documented statistically significant learning gains for students using PI.

We’ll 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.) 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 will focus on a central point from your readings, or a point covered in lectures. Pedagogically, these questions are used to strengthen your critical reading and thinking skills, and ensure that central concepts are generally understood before we move 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.) for participating. In assessing your grade for this component of the course, you’re given a 20% 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. If you don’t hear back from one of us within 24 hrs., please send an e-mail to me with “poli127” in the subject line. 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, rather than e-mail. If you should have a personal matter, please do contact me by e-mail, and please remember to put “poli127” in the subject line, so that I can quickly locate it. Although days are busy with teaching and meetings, I have e-mail access most evenings, although not easily on weekends. If you should urgently need to reach me after 5 pm on Friday and before Monday morning, please feel free to call me at home: 858.201.1508.

**Student Support Resources:**
- Writing Hub: [https://commons.ucsd.edu/students/writing/index.html](https://commons.ucsd.edu/students/writing/index.html)
- Supplemental Instruction: [https://commons.ucsd.edu/students/math-chemistry-tutoring/index.html](https://commons.ucsd.edu/students/math-chemistry-tutoring/index.html)
- Mental Health Services: [https://caps.ucsd.edu](https://caps.ucsd.edu)
- Community Centers: Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community. [https://students.ucsd.edu/student-life/diversity/index.html](https://students.ucsd.edu/student-life/diversity/index.html)
- Accessibility: Students needing accommodations due to a disability should provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), located in University Center 202 behind Center Hall. Please present AFA letters both to me and the OSD Liaison for Political Science (Joanna Peralta: joperalt@ucsd.edu) as soon as possible so that accommodations may be arranged. OSD contact for further information: [https://disabilities.ucsd.edu/](https://disabilities.ucsd.edu/); osd@ucsd.edu | 858. 534.4382

**Inclusive Classroom**
The TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in class for any reason, please let me know, or you may also submit anonymous written feedback to our Undergraduate Advisor, Natalie Ikker (nbikker@ucsd.edu). Please simply place your written feedback in an envelope with the course name and number, and bring to the front desk of the Political Science Department, addressed to Natalie. Natalie will bring these comments to my attention. Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here: Office of Equity, Diversity, and Inclusion: 858.822.3542 | diversity@ucsd.edu | [https://diversity.ucsd.edu/](https://diversity.ucsd.edu/)
[https://regents.universityofcalifornia.edu/governance/policies/4400.html](https://regents.universityofcalifornia.edu/governance/policies/4400.html)

**UCSD Academic Integrity and Policies**
Academic Integrity: Each student is expected to abide by UCSD’s policy on Integrity of Scholarship ([https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2](https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2)) and to excel with integrity in our course. Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog: [https://academicintegrity.ucsd.edu/excel-integrity/index.html](https://academicintegrity.ucsd.edu/excel-integrity/index.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 of academic integrity 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 your TA.

Please also abide by UCSD’s Principles of Community [https://ucsd.edu/about/principles.html] and the Student Code of Conduct: [https://students.ucsd.edu/_files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf] to support equity, diversity, and inclusion in our classroom.

**Course Texts:**
Four texts are available for purchase at the UCSD bookstore, but feel free to purchase these independently online or elsewhere. In addition, multiple copies of all texts have also been placed on print reserves at Geisel Library, and the Greig et al. text is available electronically from Geisel library (link below). If you choose not to purchase the texts, and experience any problems obtaining a print reserve or electronic copy, please let me or one of the TAs know right away.


All additional course readings (articles, etc.) are available via electronic reserves from Geisel Library: [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 or your TA.

**Accessing e-book materials from Geisel:**
1) **Download PDF Chapter (recommended)**
   a. This option allows students to download up to a certain number of pages each day. The number of pages allowed is listed below that option on the book’s homepage.
   b. Once students download their pages, they should exit the session to allow other students access to the book.
2) **Read Online**
   a. This option allows students to read the book online. The book will remain unavailable to other students until the original reader exits their session.
3) **Download Book (NOT recommended)**
   a. This option allows students to download the book in its entirety.
   b. Once the book has been downloaded by a student, it will be unavailable to other students for 24 hours. This has caused issues in other classes in the past, especially if it’s within a day of the reading being due.

If you have any problems accessing Greig et al. electronically, and prefer not to use the print copies on reserve, you also have a “Redshelf” option from UCSD Bookstore (link available via TritonEd). You will need to “opt in” by **Saturday, January 18th 2020.** (I believe the cost should be approximately $21.00 for the quarter.) To opt in:
   1. Click the RedShelf link in TritonEd
   2. Click View Course Materials
   3. Select “Opt In To Course Materials”

For general questions, please refer to Inclusive Access FAQ page or contact RedShelf Solve. For billing or any other questions, please contact the UCSD Bookstore: textbooks@ucsd.edu.

**Course Schedule**
*Note: Although it’s rare that readings are revised during the quarter, occasionally I may do so to respond to a relevant current event or important emergent interests in the class. If there is a revision, I will provide advanced notice, and updates will be posted on course lecture slides.*
Week 1: What Do We Mean by “Development”? What is “Sustainable Development”? What are the U.N. Sustainable Development Goals?

Tuesday, 7 January: Course Introduction

Reading
None.

Thursday, 9 January: What Do We Mean by “Development”? How do we measure it? Why does this matter? What are the UN Sustainable Development Goals?

Reading

Questions for discussion:
1. What is “development,” according to Sen?
2. How does Sen conceptualize the relationship between individual agency (freedom) and social structures? Do you agree with him? If so, why? If not, why not? What empirical example(s) might support your perspective?
3. What are the five freedoms that Sen highlights, and why does he think these are important? Do you agree? Disagree?
4. What does Sen mean by: “Freedoms are not only the primary ends of development, they are also among its principal means” (Sen, 10). Do you agree? Disagree?

Research assignment for Tuesday: UN Sustainable Development Goals (SDGs):

- 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.

Please bring in draft form to workshop/discuss in class on Tuesday:
1. Your first choice of UN Sustainable Development Goal (SDG) to research for your policy project, and why this goal is of interest to you.
2. What specific policy problem(s) within this particular goal interests you, and why. (See “Generating Policy Ideas” on TritonEd)
3. Ideas for a specific case study from sub-Saharan Africa, Latin America, SE Asia, or South Asia within which you’d like to investigate this policy problem, and why.

Week 2: UN SDG’s, Global Inequality, and the Development of Development Studies

Tuesday, 14 January: What do we mean by "sustainable development”? What are the UN Sustainable Development Goals?

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:
   1) Proquest, 2 users at a time (download chapter then exit), or
   2) Ebook collection (EBSCO), unlimited access (let Geisel know if any problems)
2. Bring draft copy of assignment above to class for research workshop.

Questions for discussion:
1. How does Sachs define “sustainable development”?
2. How, and why, does he distinguish between sustainable development as an analytic and normative concept?
3. Do you agree with Sachs's perspective? If so, why? If not, why not?
Thursday, 16 January: Historical development of “Development Studies”: How are inequality and poverty conceptualized and measured within countries, between countries, and globally? Are inequality and poverty related? If so, how? If not, why not?

Readings:

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

Tuesday, 21 January:

Wednesday, 22 January: E-version of policy proposal due to TritonEd/TII.com before 11:59 p.m.

Thursday, 23 January: Roots of the Development Project and Dependency Theory

Week 4: Development and Underdevelopment in Latin America and Sub-Saharan Africa

Tuesday, 28 January:
Readings:

Thursday, 30 January: Introduction to Sub-Saharan Africa: Colonialism and Underdevelopment
Readings:

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

Tuesday, 4 February: Neoliberal Solutions to Development Challenges? The Case of Ghana
Readings:

Thursday, 6 February: Midterm Exam (in class)

-6-
Readings: None

Week 6: Dual Transitions in Sub-Saharan Africa

Tuesday, 11 February: Dual Transitions in Sub-Saharan Africa
Readings:

Thursday, 13 February: Democracy and Development in Sub-Saharan Africa
Readings:

Week 7: Pathways from the Periphery?

Tuesday, 18 February: Introduction to Southeast Asia
Readings:

Wednesday, 19 February
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.) Please do not miss this deadline.

Thursday, 20 February: East Asia Asian Economic Crisis of 1997: Causes, Consequences, and Implications for Theories of Development
Excerpts from PBS Film: “The Crash”
Readings:

Week 8: Globalization and the Politics of Development

Tuesday, 25 February: In what ways has “free trade” been “fair trade”?
Readings:
Wednesday, 26 February:
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...)

Thursday, 27 February: What are the possibilities and limitations of corporate social responsibility?
Readings:
2. Case study materials on Alta Gracia:
   - 2 –pg. Word doc. on TritonEd (course content): “AGBackgroundorgfinal.doc”

Week 9: Globalization and the Politics of Development
Tuesday, 3 March: How should we think about political responsibility in relation to global supply chains? Google Hangout with Alta Gracia workers, Dominican Republic
Reading:

Wednesday, 4 March:
E-versions of final paper due to TII.com on TritonEd no later than 11:59 p.m. this evening.

Thursday, 5 March: Sustainable Development and the Politics of Climate Change
Please bring identical hard copies of policy papers to class today. Remember to self-evaluate your paper using the rubric and staple rubric to your paper for 1 pt. extra credit.
Readings:

Week 10: The Ends and Means of Development: Future Possibilities, Future Challenges
Tuesday, 10 March: Development and Democracy: Possibilities and challenges of democratizing reforms at global, national, and local levels
Readings:

Thursday, 12 March: Has the “Development Project” succeeded or failed? Where do/should we go from here?
Readings:
1. Challenging Global Inequality, Chapter 11, pp. 240 – 258 (18 pp.): Has the “Development Project” succeeded or failed? What is the evidence?

Final Exam: Thursday, 19 March, 11:30 – 2:30 p.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.

**Weeks 1 and 2: Further Reading**

   (Main text: available electronically from Geisel library:  
   2. YouTube clip: GDP vs. GNP: [http://www.youtube.com/watch?v=mZ-4eKreH1l](http://www.youtube.com/watch?v=mZ-4eKreH1l)  
   6. Jason Hickel, “Global inequality may be much worse than we think,” *The Guardian*, April 8, 2016:  

**Weeks 3 and 4: Further Reading:**

4. Links to current Latin America development data:
   c. [https://www.brookings.edu/topic/latin-america-the-caribbean/](https://www.brookings.edu/topic/latin-america-the-caribbean/)  
   d. [https://www.brookings.edu/series/latin-america-initiative-policy-briefs/](https://www.brookings.edu/series/latin-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/latin-america](http://www.focus-economics.com/regions/latin-america)
Weeks 5 and 6: Further Reading
1. Links to current sub-Saharan African development data:

Weeks 7 and 8: Further Reading

Week 9: Further Reading

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